GRADE	TOTAL STUDENTS	# STUDENTS WITH INCOMPLETE VACCINATIONS	% STUDENTS WITH INCOMPLETE VACCINATIONS		# PERSONAL BELIEF EXEMPTIONS	# MEDICAL EXEMPTIONS
PRE	23	6	26.09%		5	1
TK	2	0	0.00%		0	0
K	16	2	12.50%		2	1
1	13	3	23.08%		3	0
2	11	2	18.18%		2	0
3	12	4	33.33%		3	0
4	12	4	33.33%		4	0
5	8	3	37.50%		2	1
6	12	4	33.33%		3	0
K IS	6	5	83.33%		5	0
1 IS	4	3	75.00%		3	0
2 IS	5	4	80.00%		4	0
3 IS	5	3	60.00%		3	0
4 IS	3	2	66.67%		2	0
5 IS	4	4	100.00%		4	0
6 IS	2	0	0.00%		0	0
TOTAL	138	49	35.51%		45	3
5DAY	86	22	25.58%		19	1
IS	29	21	72.41%		21	0
PRE	23	6	26.09%		5	1
TOTAL	138	49	0.355072464		45	2

Note: This information comes from a review of all student cumulative files.

Amost half of PBE students' immunization records are now recorded in our computerized student information system, Schoolwise.

Of the 49 incomplete records, 45 have PBEs;

if all 49 families could produce a current vaccine record, this information would be up-to-date.

So far, 14 have replied although not all with current documentation.

GRADE	TOTAL STUDENTS	# STUDENTS WITH INCOMPLETE VACCINATIONS	% STUDENTS WITH INCOMPLETE VACCINATIONS	# PERSONAL BELIEF EXEMPTIONS	# MEDICAL EXEMPTIONS	# TEMPORARY MEDICAL EXEMPTIONS	# OTHER INCOMPLETE VACCINATIONS
PRE	18	7	38.89%	3	1	2	1
TK	2	0	0.00%	0	0	0	0
K	11	1	38.89%	0	0	1	0
1							0
2							0
3							0
4							0
5							0
6							0
K IS	5	3	60.00%	1	1	1	0
1 IS							0
2 IS							0
3 IS							0
4 IS							0
5 IS							0
6 IS							0
TOTAL	36	11	30.56%	4	2		1
5DAY	13	1	7.69%	0	1		0
IS	5	3	60.00%	1	0		0
PRE	23	6	26.09%	5	1		0
TOTAL	41	10	0.243902439	6	2		

2016-2017 Preschool and Kinder data reported to state, Oct 2016

VACCINATION REPORT FOR BOARD MEETING, 10.17.17

GRADE	TOTAL STUDENTS	# STUDENTS WITH INCOMPLETE VACCINATIONS	% STUDENTS WITH INCOMPLETE VACCINATIONS	# PERSONAL BELIEF EXEMPTIONS	# PERMANENT MEDICAL EXEMPTIONS	# TEMPORARY MEDICAL EXEMPTIONS	# OTHER INCOMPLETE VACCINATIONS
PRE	14	3	21.43%	0	3	0	0
TK	2	2	100.00%	0	1	1	0
K	15	2	13.33%	0	1	1	0
1	12	0	0.00%	0	0	0	0
2	13	1	7.69%	1	0	0	0
3	13	4	30.77%	4	0	0	0
4	9	1	11.11%	1	0	0	0
5	14	8	57.14%	3	0	0	5
6	14	7	50.00%	4	0	0	3
K IS	6	4	66.67%	0	3	1	0
1 IS	4	1	25.00%	0	1	0	0
2 IS	3	3	100.00%	3	0	0	0
3 IS	3	2	66.67%	2	0	0	0
4 IS	5	4	80.00%	4	0	0	0
5 IS	4	2	50.00%	2	0	0	0
6 IS	3	0	0.00%	0	0	0	0
TOTAL	134	44	32.84%	24	9	3	8
5DAY	92	25	27.17%	13	2	2	8
IS	28	16	57.14%	11	4	1	0
PRE	14	3	21.43%	0	3	0	0

VACCINATION REPORT FOR BOARD MEETING, 10.16.18

GRADE	TOTAL STUDENTS	# STUDENTS WITH INCOMPLETE VACCINATIONS	% STUDENTS WITH INCOMPLETE VACCINATIONS		# PERSONAL BELIEF EXEMPTIONS	# PERMANENT MEDICAL EXEMPTIONS	# TEMPORARY MEDICAL EXEMPTIONS	# OTHER INCOMPLETE VACCINATIONS
PRE	19	4	21.05%		0	3	1	0
K	12	3	25.00%		0	2	1	0
1	14	0	0.00%		0	0	0	0
2	11	2	18.18%		1	0	1	0
3	14	2	14.29%		2	0	0	0
4	12	5	41.67%		5	0	0	0
5	8	1	12.50%		1	0	0	0
6	16	7	43.75%		3	0	0	4
TK IS	1	0	0.00%		0	0	0	0
K IS	5	2	40.00%		0	2	0	0
1 IS	4	2	50.00%		0	2	0	0
2 IS	6	2	33.33%		1	1	0	0
3 IS	4	3	75.00%		3	0	0	0
4 IS	2	1	50.00%		1	0	0	0
5 IS	5	3	60.00%		3	0	0	0
6 IS	2	2	100.00%		2	0	0	0
TOTAL	135	39	28.89%		22	10	3	4
5DAY	87	20	22.99%		12	2	2	4
IS	29	15	51.72%		10	5	0	0
PRE	19	4	21.05%		0	3	1	0

VACCINATION REPORT FOR BOARD MEETING, 10.16.18

VACCINATION REPORT FOR BOARD MEETING, 10.16.18

VACCINATION REPORT FOR BOARD MEETING, 10.16.18

VACCINATION REPORT FOR BOARD MEETING, 10.16.18

Check

161 - Alta Coffee
PO 19-00085-9/24/18 | 01-0000-0-0000-2700-4350-200-2801 | $36.00

$36.00

154 - Jennifer Bird
PO 19-00079-9/21/2018 | 01-1100-0-1110-1000-4300-201-3000 | $28.96

$28.96

168 - Department of Justice
PO 19-00078-9/21/2018 | 01-0000-0-0000-2700-5800-200-2801 | $64.00

$64.00

320 - Don Croll
PO 19-00087-9/24/2018 | 12-9011-0-8500-1000-4300-200-3020 | $1,818.09

$1,818.09

79 - Lerner, Joan
PO 19-00081-9/24/18 | 01-6500-0-5770-3140-5808-200-1304 | $1,849.58

$1,849.58

116 - MISSION LINEN SERVICE
PO 19-00080-9/24/2018 | 13-5310-0-0000-3700-4390-200-3101 | $82.80

$82.80

318 - Riordan, Benjamin
PO 19-00076-9/21/2018 | 12-9011-0-8500-1000-4300-200-3020 | $325.60

$325.60

268 - Seabright Speech Therapy
PO 19-00077-9/21/2018 | 01-3310-0-5770-1190-5808-200-1320 | $1,890.00

$1,890.00

319 - WE'VE GOT IT WIRED INC.
PO 19-00083-9/24/18 | 01-0000-0-0000-2420-5800-200-2801 | $184.64

$184.64

315 - Zoom Imaging Solutions, Inc.
PO 19-00082-9/24/18 | 01-0000-0-0000-7200-5650-200-2801 | $91.31

$91.31

Payment Type Check Total   **$6,370.98**

Grand Total :   **$6,370.98**

	Amount
Fund 01	$4,144.49
Fund 12	$2,143.69
Fund 13	$82.80

Grand Total :   **$6,370.98**

....

PRESIDENT   SECRETARY

PREPARED BY: ....   DATE: ....

REVIEWED BY: ....   DATE: ....

Check

191 - Alexis Party Rental

PO 19-00095-10/04/2018	13-9055-0-0000-3700-5800-200-9055	$1,189.00
		$1,189.00

39 - AT&T

PO 19-00092-10/04/2018	01-0000-0-0000-2700-5900-200-2801	$103.01
		$103.01

301 - Division of the State Architect

PO 19-00088-9/25/2018	01-6230-0-0000-8500-6200-200-6230	$119.55
		$119.55

320 - Don Croll

PO 19-00089-10/4/2018	12-9011-0-8500-1000-4300-200-3020	$1,818.09
		$1,818.09

166 - PALACE ART & STATIONERY

PO 19-00093-10/04/2018	01-1100-0-1110-1000-4300-200-3000	$144.34
		$144.34

47 - PEARSON EDUCATION

PO 19-00096-10/04/2018	01-1100-0-1110-1000-4100-200-3000	$56.18
		$56.18

268 - Seabright Speech Therapy

PO 19-00094-10/04/2018	01-3310-0-5770-1190-5808-200-1320	$1,980.00
		$1,980.00

82 - SISC - SELF-INSURED SCHOOLS

PO 19-00097-10/4/18	01-0000-0-0000-0000-9514-000-0000	$8,178.40
PO 19-00097-10/4/18	12-0000-0-0000-0000-9514-000-0000	$1,934.10
PO 19-00097-10/4/18	13-0000-0-0000-0000-9514-000-0000	$460.50
		$10,573.00

293 - Smile Business Products, Inc

PO 19-00091-10/04/2018	01-0000-0-0000-7200-5650-200-2801	$185.97
		$185.97

316 - U.S. Bank Equipment Finance

PO 19-00090-10/4/2018	01-0000-0-0000-7200-5650-200-2801	$575.04
		$575.04
	Payment Type Check Total	**$16,744.18**

Grand Total : $16,744.18

	Amount
Fund 01	$11,342.49
Fund 12	$3,752.19
Fund 13	$1,649.50

Grand Total : $16,744.18

....

PRESIDENT   SECRETARY

PREPARED BY: ....   DATE: ....

REVIEWED BY: ....   DATE: ....

Pacific Elementary School

Pacific Elementary School District

Board of Trustees Meeting
Tuesday, October 16th, 2018 @ 4:00 PM
Pacific Elementary School, Davenport, CA

Pacific School Mission Statement

Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image, and cross-cultural understanding.

All persons are encouraged to attend and, where appropriate, to participate in, meetings of the Pacific School Board of Trustees. Persons wishing to address the Board are asked to state their names for the record. Consideration of all matters is conducted in open session except for those relating to litigation, personnel, and employee negotiations, which, by law, may be considered in executive (closed) session.

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate persons with a disability to participate in a public meeting, please provide a written request to: Eric Gross, Superintendent/Principal at the Pacific School District Office at least three working days prior to any public meeting.

Board Meeting Agenda

1. **OPENING PROCEDURES FOR OPEN SESSION**
   1.1. Call to Order
   1.2. Roll Call & Establishment of Quorum
       1.2.1. Gwyan Rhabyt, Board President
       1.2.2. Don Croll, Board Trustee
       1.2.3. Cari Napoles, Board Trustee
   1.3. Approval of the agenda for October 16th, 2018
       1.3.1. Agenda deletions, additions, or changes of sequence
2. **PUBLIC COMMENTS**
   2.1. For items not on the agenda, this is an opportunity for the public to address the board directly related to school business. The Board President may allot time to those wishing to speak, but no action will be taken on matters presented (EC

§35145.5).
  2.2. For items on the agenda, the public will have the opportunity to speak at the time the agenda item is discussed. Please address the Board President.
3. **REPORTS**
  3.1. Superintendent Report
  3.2. Board Member Reports
  3.3. School Site Council Report
  3.4. Parents Club Report
4. **CONSENT AGENDA:** These matters may be passed by one roll call motion. Board Members may remove items from the agenda for a separate discussion and vote.
  4.1. Approval of the minutes from the Board meeting on 9/18/18
  4.2. Approve Warrant Lists
  4.3. Approval of LCAP and Budget by Santa Cruz County Office of Education
  4.4. Approve Continuing Funding Application for Preschool
5. **PUBLIC HEARINGS**
6. **BOARD RESOLUTIONS**
  6.1. Resolution # 2019-4 Preschool Contract
7. **ITEMS TO BE TRANSACTED AND/OR DISCUSSED**
  7.1. Staff report on Immunization data
  7.2. Approval of MOU to replace Digital Schools with Escape
  7.3. Superintendent's Goals for 2018-19
  7.4. Approve Calendar Change: move Professional Development Day from 3/22/19 to 3/15/19
  7.5. Board Meeting Schedule
8. **CLOSED SESSION**
  8.1. Public Employee Discipline/Dismissal/Release (Section 54957.6)
  8.2. Public Employee Appointment (Section 54957)
9. **REPORT OF ACTIONS TAKEN IN CLOSED SESSION**
10. **NEXT REGULAR BOARD MEETING**: 4:00PM November 20th, 2018
11. **ADJOURNMENT**

If requested, this agenda shall be made available in appropriate alternative formats to persons with a disability, as required by section 202 of the Americans with Disabilities Act (42 U.S.C. section 12132) and the federal rules and regulations implementing the Act. Individuals requesting a disability-related modification or accommodation may contact the District Office.

The board book for this meeting, including this agenda and any back-up materials, may be viewed or downloaded online: http://www.pacificesd.org/governance.html or may be viewed at the school: 50 Ocean St. Davenport CA 95017.

Translation Requests: Spanish language translation is available on an as-needed basis.
Solicitudes de Traducción: Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva.

Pacific Elementary School

Pacific Elementary School District

Board of Trustees Meeting
Tuesday, September 18th, 2018 @ 4:00 PM
Pacific Elementary School, Davenport, CA

Pacific School Mission Statement

Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image, and cross-cultural understanding.

All persons are encouraged to attend and, where appropriate, to participate in, meetings of the Pacific School Board of Trustees. Persons wishing to address the Board are asked to state their names for the record. Consideration of all matters is conducted in open session except for those relating to litigation, personnel, and employee negotiations, which, by law, may be considered in executive (closed) session.

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Board Meeting Minutes

1. **OPENING PROCEDURES FOR OPEN SESSION**
   1.1. Call to Order – 4:10 p.m.
   1.2. Roll Call & Establishment of Quorum
      1.2.1. Gwyan Rhabyt, Board President - Present
      1.2.2. Don Croll, Board Trustee - Present
      1.2.3. Cari Napoles, Board Trustee – Present

Others present: Eric Gross, Superintendent/Principal, Elizabeth Andrews, District Office Manager

   1.3. Approval of the agenda for September 18th, 2018
      1.3.1. Agenda deletions, additions, or changes of sequence

Approved with no changes. Mr. Croll moved, Ms. Napoles seconded. 3 in favor, 0

opposed, 0 abstentions, 0 absences.

2. PUBLIC COMMENTS
    2.1. For items not on the agenda, this is an opportunity for the public to address the board directly related to school business. The Board President may allot time to those wishing to speak, but no action will be taken on matters presented (EC §35145.5).

    2.2. For items on the agenda, the public will have the opportunity to speak at the time the agenda item is discussed. Please address the Board President.

None

3. REPORTS
    3.1. Superintendent Report

- New financial/HR software to replace Digital Schools is 3x as expensive. County will most likely select Escape, which is likely to be better.
- Professional Development and Science curriculum. FOSS makes hands-on science kits which are NGSS aligned. We are moving toward adopting FOSS kits as our district science curriculum.
- Anonymous donor donated $50,000 for superintendent's choice in honor of Stephanie and Chris Raugust. Mr. Gross has asked teachers and program managers for wish lists.
- Back-to-School Night went well
- County birth rate is down about 5% and most districts' enrollments are down approximately:
    - Santa Cruz elementary -100 & Secondary +80
    - Soquel -80
    - Scotts Valley -50
    - Live Oak -30
    - Happy Valley -10
    - Pájaro = flat
    - Bonny Doon = flat
    - Mountain = flat
    - Pacific = flat (Note: Total enrollment Pre-6 = 132; K-6 = 116; 66% boys across preschool, IS, and 5-day)
    - SLV = flat but Ocean Grove Homeschool Charter +500
- Charter Application – CA Connection Academy approached us and several other schools in the county.

    3.2. Board Member Reports

Mr. Croll has been working with Amity Sandage to connect the UCSC teacher credentialing program to incorporate more field-based education. Mr. Croll and Mr. Gross are interested in getting student teachers placed at Pacific School.

Mr. Rhabyt is in favor of the late school start time bill, and urges all to urge Governor Brown to sign it.

    3.3. School Site Council Report - 1st meeting on the 9/20/18

3.4. Parents Club Report – New people were present
- Budget:
  - $6,000 Life Lab
  - $4,000 Library (+$1,850 for new database)
  - $10,000 Music
  - $2,000 Classroom grants
  - $2,000 PSF Operations & Teacher Appreciation
- All officers are 6th grade parents who will leave next year
- Farm-to-Table 9/29/18 (Mr. Gross can't go due to funeral)
- Potato Night
- Movie Night – postponed due to crowded calendar
- Square 1 Art begins 10/1
- Drive for Schools begins

4. **CONSENT AGENDA:** These matters may be passed by one roll call motion. Board Members may remove items from the agenda for a separate discussion and vote.
    4.1. Approval of the minutes from the Board meeting on 8/21/18
    4.2. Approve Warrant Lists
    4.3. Final approval of LCAP by COE
    4.4. Inter-district Transfer Agreement
Approved with no changes. Mr. Croll moved, Ms. Napoles seconded. 3 in favor, 0 opposed, 0 abstentions, 0 absences.

5. **PUBLIC HEARINGS**
- None
6. **BOARD RESOLUTIONS**
    6.1. Resolution # 2019-2 Measure H Housing Bond
Approved with no changes. Mr. Croll moved, Ms. Napoles seconded. 3 in favor, 0 opposed, 0 abstentions, 0 absences.
    6.2. Resolution # 2019-3 Gann Limit
Approved with no changes. Mr. Croll moved, Ms. Napoles seconded. 3 in favor, 0 opposed, 0 abstentions, 0 absences.

7. **ITEMS TO BE TRANSACTED AND/OR DISCUSSED**
    7.1. Approve Unaudited Actuals for the 2017-18 Budget
Ms. Andrews discussed the details of the unaudited actuals from 2017-18. Revenues exceeded expenditures for 2017-18.

    7.2. Approval of Board Policies, Administrative Regulations, Board Bylaws, & Exhibits. The Board may adopt BPs & ARs on 1st reading if the 2nd reading is waved, per BB 9310.
        7.2.1. BP 4261.3 Professional Leaves
Approved with no changes. Mr. Croll moved, Ms. Napoles seconded. 3 in favor, 0 opposed, 0 abstentions, 0 absences.
    7.3. Deletion of Board Policies, Administrative Regulations, Board Bylaws, & Exhibits
        7.3.1. AR 4161.3 Professional Leaves moved to BP 4161.3

7.3.2. AR 4261.3 Professional Leaves moved to BP 4261.3

Approved with no changes. Mr. Croll moved, Ms. Napoles seconded. 3 in favor, 0 opposed, 0 abstentions, 0 absences.

7.4. 2018 CAASPP Results

The Board discussed the results.

7.5. Analysis of Full-Day Preschool compared to current ½ day model

Tabled.

7.6. Superintendent's Goals for 2018-19

Approved content. Board requests that they be converted into SMART goal format. Add development/fundraising.

8. CLOSED SESSION

9. REPORT OF ACTIONS TAKEN IN CLOSED SESSION

10. NEXT REGULAR BOARD MEETING: 4:00PM October 16th, 2018

11. ADJOURNMENT

Approved at 6:15 pm with no changes. Mr. Croll moved, Ms. Napoles seconded. 3 in favor, 0 opposed, 0 abstentions, 0 absences.

Board Overview

To: _____Board

From: _____

Date: _____

RE: MOU with the Santa Cruz County Office of Education (SCCOE) regarding implementation of Escape
Technology Financial System

The Santa Cruz County School Districts (SCCSD's) determined the need to review other Financial Systems to
replace the existing system known as Digital Schools (DS). The SCCOE and the SCCSD's began reviewing system
in June 2018 with the desire to find a replacement and implement by July 1, 2019. After initial presentations and a
conversation with the current system's new owner it was determined to go out with an RFP in July 2018. The RFP
was distributed and simultaneously the districts reviewed the most prominent systems in the State. These are Escape
Technology and QSS. The initial reviews were done with mini demos by the vendors and two site user visits. The
site user visits were with North Monterey Unified School District which is a user of Escape Technology and San
Benito County Office of Education which is a QSS user. The Demos were done in August 2018.

After the RFP closed, evaluations were done on the three vendors that submitted RFP's:

QSS
Escape Technology
Tyler Munis

All three were invited to present to a broader group of users from the districts. Tyler Munis respectfully declined the
offer. The other two vendors presented in the month of September and after discussion a unanimous decision was
made to go forward with Escape Technology.

The MOU attached is between the Districts and the SCCOE to implement the new Financial System which is
expected to be implemented for HR/Payroll by July 1, 2019 and other components shortly after 7/1/2019. Due to the
implementation time before July 1 being only nine months this is the suggested implementation process by the
vendor to ensure success.   If at all possible the full system will be implemented by July 1, 2019.

California School DASHBOARD

California Department of EDUCATION

Capistrano Connections Academy - Capistrano Unified

Fall 2017 Dashboard Report

https://caschooldashboard.org/#/Details/30664640106765/3/EquityReport

Equity Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism ↗	N/A	N/A	N/A
Suspension Rate (K-12)	⬤	9	0
English Learner Progress (1-12)	⬤	1	0
Graduation Rate (9-12)	◔	5	5
College/Career (9-12) Select for one year of available data	N/A	N/A	N/A
English Language Arts (3-8)	◉	7	5
Mathematics (3-8)	◔	7	7

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

◔ Red (Lowest Performance)   ◑ Orange   ◕ Yellow   ◐ Green   ⬤ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Dashboard Release:
Fall 2017

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism ⟶	N/A	N/A	N/A
Suspension Rate (K-12)	⬤	Very Low 0%	Maintained 0%
English Learner Progress (1-12)	⬤	Very High 92.7%	Increased Significantly +14.7%
Graduation Rate (9-12)	◔	Very Low 61.8%	Declined Significantly -5.7%
College/Career (9-12) Select for one year of available data	N/A	Low 16.9%	N/A
English Language Arts (3-8)	◕	Medium 8.8 points above level 3	Declined -7.8 points
Mathematics (3-8)	◔	Low 55.5 points below level 3	Declined -13.6 points

Performance Levels:

◔ Red (Lowest Performance)   ◑ Orange   ◕ Yellow   ⬤ Green   ⬤ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%   **Dashboard Release:** Fall 2017

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

State Indicators

English Learner Progress Indicator (Grades K-12)

2015	2016	2017
0%	78%	92.7%

The percent of English Learners who made progress towards English proficiency.

Suspension
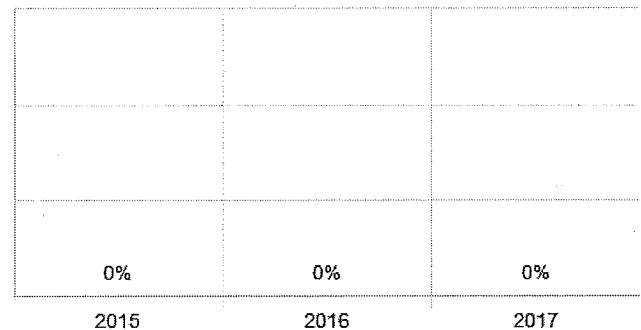
2015	2016	2017
0% (0)	0% (0)	0% (1)

Graduation
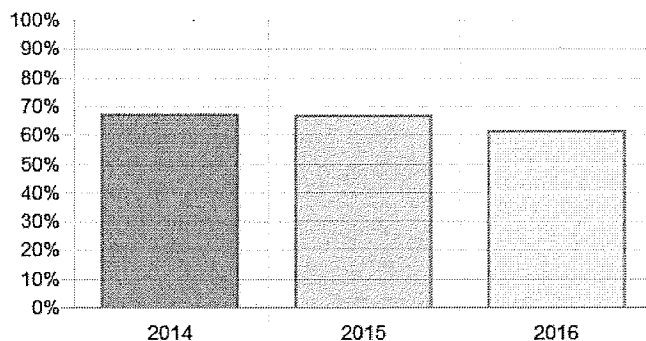
2015	2016	2017
67.3%	66.9%	61.8%

College/Career Indicator
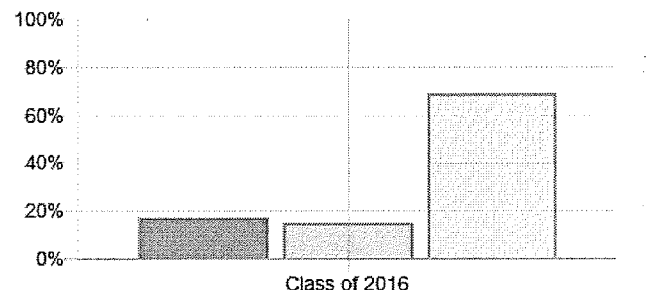
	Prepared	Approaching Prepared	Not Prepared
Class of 2016	16.9%	14.7%	68.4%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8): Distance from Level 3

ELA ■ Math
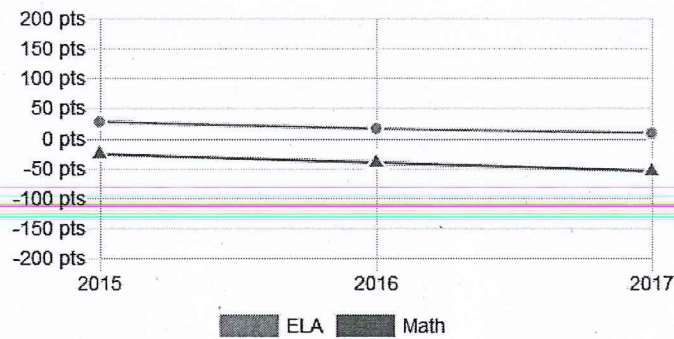
	2015	2016	2017
ELA	28.3 pts	16.5 pts	8.8 pts
Math	-26.1 pts	-41.9 pts	-55.5 pts

Other State Measures

Assessment Performance Results for Grade 11: Distance from Level 3

ELA ■ Math
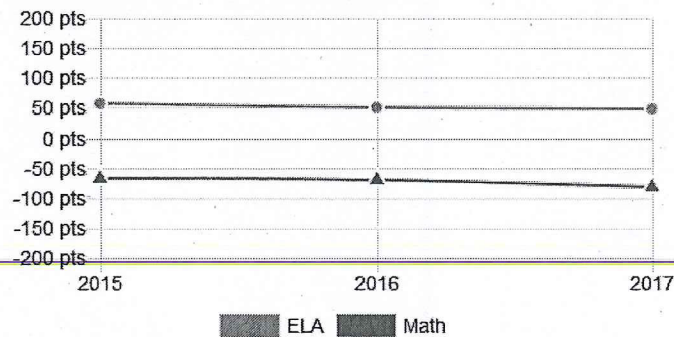
	2015	2016	2017
ELA	59 pts	51.7 pts	47.4 pts
Math	-67.6 pts	-69.9 pts	-82.2 pts

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met

Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336 Socioeconomically Disadvantaged: 40% English Learners: 2.5% Foster Youth: 0.2% Grade Span: K-12 Charter School: Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	●	●	*	*	●	●	●	*	●	●	●	*	●	●
English Learner Progress (1-12)	●	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)	●	*	*	*	●	●	*	*	*	*	●	*	●	●
English Language Arts (3-8)	●	●	*	*	●	●	●	*	*	*	●	*	●	●
Mathematics (3-8)	●	●	*	*	●	●	●	*	*	*	●	*	●	●

Performance Levels:

○ Red (Lowest Performance)   ◔ Orange   ◑ Yellow   ◕ Green   ● Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Suspension Rate Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336 **Socioeconomically Disadvantaged:** 40% **English Learners:** 2.5%

Dashboard Release:
Fall 2017

Foster Youth: 0.2% **Grade Span:** K-12 **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students	⊛	4,364	Very Low 0%	Maintained 0%
English Learners	⊛	115	Very Low 0%	Maintained 0%
Foster Youth		24	Very Low 0%	Maintained 0%
Homeless		27	Very Low 0%	Maintained 0%
Socioeconomically Disadvantaged	⊛	1,879	Very Low 0%	Maintained 0%
Students with Disabilities	⊛	465	Very Low 0%	Maintained 0%
African American	⊛	336	Very Low 0%	Maintained 0%
American Indian		7	*	*
Asian	⊛	136	Very Low 0.7%	Increased +0.7%
Filipino	⊛	71	Very Low 0%	Maintained 0%
Hispanic	⊛	1,505	Very Low 0%	Maintained 0%
Pacific Islander		2	*	*
Two or More Races	⊛	767	Very Low 0%	Maintained 0%
White	⊛	1,537	Very Low 0%	Maintained 0%

Performance Levels:

◔ Red (Lowest Performance) ◔ Orange ◓ Yellow ⬤ Green ⊛ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Graduation Rates Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Dashboard Release:
Fall 2017

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students	🔴	422	Very Low 61.8%	Declined Significantly -5.7%
English Learners		13	Very Low 61.5%	Increased Significantly +24.7%
Foster Youth		0	*	*
Homeless		31	Very Low 35.5%	*
Socioeconomically Disadvantaged	🔴	194	Very Low 51%	Declined -4%
Students with Disabilities	🔴	34	Very Low 47.1%	Declined -2.9%
African American		29	Very Low 55.2%	Declined Significantly -5.1%
American Indian		2	*	*
Asian		20	Low 70%	Increased +3.3%
Filipino		12	Very Low 58.3%	Declined Significantly -16.7%
Hispanic	🔴	131	Very Low 56.5%	Maintained -0.4%
Pacific Islander		2	*	*
Two or More Races	🔴	63	Very Low 63.5%	Declined Significantly -6.2%
White	🔴	163	Very Low 65.6%	Declined Significantly -7.7%

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

College/Career Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Dashboard Release:

Fall 2017

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the status level for student groups on the College/Career Indicator. Select any of the underlined student groups for more detailed information. A color-coded performance level will be reported for the first time in the fall of 2018.

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	421	Low 16.9%	N/A
English Learners	N/A	13	Very Low 7.7%	N/A
Foster Youth	N/A	0	*	N/A
Homeless	N/A	30	Low 13.3%	N/A
Socioeconomically Disadvantaged	N/A	193	Low 10.4%	N/A
Students with Disabilities	N/A	33	Very Low 0%	N/A
African American	N/A	29	Very Low 6.9%	N/A
American Indian	N/A	2	*	N/A
Asian	N/A	20	Low 30%	N/A
Filipino	N/A	12	Low 25%	N/A
Hispanic	N/A	131	Low 14.5%	N/A
Pacific Islander	N/A	2	*	N/A
Two or More Races	N/A	63	Low 19%	N/A
White	N/A	162	Low 17.9%	N/A

Assessment Performance Results	Number of Students	Status	Change
English Language Arts (Grade 11)	316	47.4 points above level 3	-4.3 points
Mathematics (Grade 11)	310	82.2 points below level 3	-12.2 points

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Language Arts Assessment Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Dashboard Release:

Fall 2017

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		877	Medium 8.8 points above level 3	Declined -7.8 points
English Learners		55	Low 38.6 points below level 3	Declined -6.9 points
Foster Youth		2	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		369	Low 20.4 points below level 3	Declined -13.3 points
Students with Disabilities		108	Low 60.6 points below level 3	Declined Significantly -15.8 points
African American		85	Low 11.2 points below level 3	Declined -6.6 points
American Indian		0	*	*
Asian		22	Very High 50.6 points above level 3	Declined Significantly -27.3 points
Filipino		15	Very High 101 points above level 3	Increased Significantly +17.1 points
Hispanic		310	Low 7.7 points below level 3	Maintained -0.9 points
Pacific Islander		0	*	*
Two or More Races		167	High 21.3 points above level 3	Declined -5 points
White		278	High 17.4 points above level 3	Declined -11.9 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	29	High 11.8 points above level 3	Declined -7 points
EL - EL Only	26	Very Low 94.7 points below level 3	Declined Significantly -32.4 points
English Only	784	Medium 9.7 points above level 3	Declined -8 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	2	*	*	*

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Math Assessment Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336 **Socioeconomically Disadvantaged:** 40% **English Learners:** 2.5%

Dashboard Release: Fall 2017

Foster Youth: 0.2% **Grade Span:** K-12 **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		867	Low 55.5 points below level 3	Declined -13.6 points
English Learners		55	Very Low 96.7 points below level 3	Declined Significantly -16.1 points
Foster Youth		2	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		362	Low 84.6 points below level 3	Declined Significantly -15.1 points
Students with Disabilities		108	Very Low 112.9 points below level 3	Declined Significantly -15.2 points
African American		83	Low 82.8 points below level 3	Declined -11.1 points
American Indian		0	*	*
Asian		22	Medium 0.4 points below level 3	Declined Significantly -36.6 points
Filipino		15	Very High 47.9 points above level 3	Increased Significantly +26.1 points
Hispanic		308	Low 74.1 points below level 3	Declined -4.1 points
Pacific Islander		0	*	*
Two or More Races		162	Low 37 points below level 3	Declined -11.7 points
White		277	Low 47.5 points below level 3	Declined Significantly -20.5 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	29	Low 62.5 points below level 3	Declined Significantly -40.9 points
EL - EL Only	26	Very Low 134.8 points below level 3	Declined Significantly -18.3 points
English Only	775	Low 55.1 points below level 3	Declined -14.5 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	2	*	*	*

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

All Students Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Dashboard Release:
Fall 2017

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⧉	N/A	N/A	N/A
Suspension Rate (K-12)	⬤	Very Low 0%	Maintained 0%
Graduation Rate (9-12)	◕	Very Low 61.8%	Declined Significantly -5.7%
College/Career (9-12) Select for one year of available data		Low 16.9%	N/A
English Language Arts (3-8)	◔	Medium 8.8 points above level 3	Declined -7.8 points
Mathematics (3-8)	◕	Low 55.5 points below level 3	Declined -13.6 points

Performance Levels:

◕ Red (Lowest Performance)   ◔ Orange   ◔ Yellow   ⬤ Green   ⬤ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Learners Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Dashboard Release:
Fall 2017

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⌁	N/A	N/A	N/A
Suspension Rate (K-12)	✸	Very Low 0%	Maintained 0%
English Learner Progress (1-12)	✸	Very High 92.7%	Increased Significantly +14.7%
Graduation Rate (9-12)		Very Low 61.5%	Increased Significantly +24.7%
College/Career (9-12) Select for one year of available data		Very Low 7.7%	N/A
English Language Arts (3-8)	◕	Low 38.6 points below level 3	Declined -6.9 points
Mathematics (3-8)	◔	Very Low 96.7 points below level 3	Declined Significantly -16.1 points

Performance Levels:

◔ Red (Lowest Performance)   ◑ Orange   ◕ ,Yellow   ✸ Green   ✸ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Socioeconomically Disadvantaged Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Dashboard Release:
Fall 2017

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Socioeconomically Disadvantaged on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⬀	N/A	N/A	N/A
Suspension Rate (K-12)	◉	Very Low 0%	Maintained 0%
Graduation Rate (9-12)	◔	Very Low 51%	Declined -4%
College/Career (9-12) Select for one year of available data		Low 10.4%	N/A
English Language Arts (3-8)	◕	Low 20.4 points below level 3	Declined -13.3 points
Mathematics (3-8)	◔	Low 84.6 points below level 3	Declined Significantly -15.1 points

Performance Levels:

◔ Red (Lowest Performance)   ◕ Orange   ◓ Yellow   ◉ Green   ✸ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Students with Disabilities Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Dashboard Release:
Fall 2017

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ↗	N/A	N/A	N/A
Suspension Rate (K-12)	⊛	Very Low 0%	Maintained 0%
Graduation Rate (9-12)	◗	Very Low 47.1%	Declined -2.9%
College/Career (9-12) <u>Select for one year of available data</u>		Very Low 0%	N/A
English Language Arts (3-8)	◕	Low 60.6 points below level 3	Declined Significantly -15.8 points
Mathematics (3-8)	◗	Very Low 112.9 points below level 3	Declined Significantly -15.2 points

Performance Levels:

◗ Red (Lowest Performance)   ◕ Orange   ◔ Yellow   ⊕ Green   ⊛ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

American Indian Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%   **Dashboard Release:**
Fall 2017

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for American Indian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⬚	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A

Performance Levels:

◔ Red (Lowest Performance)   ◑ Orange   ◕ Yellow   ◕ Green   ✵ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Asian Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Dashboard Release:
Fall 2017

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Asian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ↗	N/A	N/A	N/A
Suspension Rate (K-12)	⬤	Very Low 0.7%	Increased +0.7%
Graduation Rate (9-12)		Low 70%	Increased +3.3%
College/Career (9-12) Select for one year of available data		Low 30%	N/A
English Language Arts (3-8)		Very High 50.6 points above level 3	Declined Significantly -27.3 points
Mathematics (3-8)		Medium 0.4 points below level 3	Declined Significantly -36.6 points

Performance Levels:

◐ Red (Lowest Performance)   ◕ Orange   ◔ Yellow   ⬤ Green   ⬤ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

African American Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%   **Dashboard Release:**

Fall 2017

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for African American on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ↗	N/A	N/A	N/A
Suspension Rate (K-12)	⬤	Very Low 0%	Maintained 0%
Graduation Rate (9-12)		Very Low 55.2%	Declined Significantly -5.1%
College/Career (9-12) Select for one year of available data		Very Low 6.9%	N/A
English Language Arts (3-8)	◗	Low 11.2 points below level 3	Declined -6.6 points
Mathematics (3-8)	◗	Low 82.8 points below level 3	Declined -11.1 points

Performance Levels:

◗ Red (Lowest Performance)   ◐ Orange   ◓ Yellow   ⬤ Green   ⬤ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Filipino Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Dashboard Release:
Fall 2017

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Filipino on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⃗	N/A	N/A	N/A
Suspension Rate (K-12)	⊛	Very Low 0%	Maintained 0%
Graduation Rate (9-12)		Very Low 58.3%	Declined Significantly -16.7%
College/Career (9-12) Select for one year of available data		Low 25%	N/A
English Language Arts (3-8)		Very High 101 points above level 3	Increased Significantly +17.1 points
Mathematics (3-8)		Very High 47.9 points above level 3	Increased Significantly +26.1 points

Performance Levels:

◔ Red (Lowest Performance)   ◕ Orange   ◉ Yellow   ◓ Green   ⊛ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Pacific Islander Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Dashboard Release:
Fall 2017

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Pacific Islander on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 🗗	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A

Performance Levels:

◖ Red (Lowest Performance)   ◕ Orange   ◔ Yellow   ✦ Green   ✴ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Two or More Races Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Dashboard Release:
Fall 2017

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Two or More Races on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⇗	N/A	N/A	N/A
Suspension Rate (K-12)	◉	Very Low 0%	Maintained 0%
Graduation Rate (9-12)	◐	Very Low 63.5%	Declined Significantly -6.2%
College/Career (9-12) Select for one year of available data		Low 19%	N/A
English Language Arts (3-8)	◉	High 21.3 points above level 3	Declined -5 points
Mathematics (3-8)	◕	Low 37 points below level 3	Declined -11.7 points

Performance Levels:

◐ Red (Lowest Performance)   ◕ Orange   ◔ Yellow   ◉ Green   ◉ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

White Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Dashboard Release:
Fall 2017

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for White on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⤤	N/A	N/A	N/A
Suspension Rate (K-12)	⬤	Very Low 0%	Maintained 0%
Graduation Rate (9-12)	◔	Very Low 65.6%	Declined Significantly -7.7%
College/Career (9-12) Select for one year of available data		Low 17.9%	N/A
English Language Arts (3-8)	⬤	High 17.4 points above level 3	Declined -11.9 points
Mathematics (3-8)	◔	Low 47.5 points below level 3	Declined Significantly -20.5 points

Performance Levels:

◔ Red (Lowest Performance)   ◕ Orange   ◓ Yellow   ⬤ Green   ⬤ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Hispanic Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Dashboard Release:
Fall 2017

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⌇	N/A	N/A	N/A
Suspension Rate (K-12)	✹	Very Low 0%	Maintained 0%
Graduation Rate (9-12)	◔	Very Low 56.5%	Maintained -0.4%
College/Career (9-12) Select for one year of available data		Low 14.5%	N/A
English Language Arts (3-8)	◕	Low 7.7 points below level 3	Maintained -0.9 points
Mathematics (3-8)	◕	Low 74.1 points below level 3	Declined -4.1 points

Performance Levels:

◔ Red (Lowest Performance)   ◕ Orange   ◕ Yellow   ✹ Green   ✹ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Foster Youth Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%   **Dashboard Release: Fall 2017**

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Foster Youth on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⤤	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

◔ Red (Lowest Performance)   ◑ Orange   ◕ Yellow   ◕ Green   ✸ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Homeless Student Group Report

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Dashboard Release:
Fall 2017

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Homeless on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⤴	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
Graduation Rate (9-12)		Very Low 35.5%	*
College/Career (9-12) Select for one year of available data		Low 13.3%	N/A

Performance Levels:

◖ Red (Lowest Performance)   ◕ Orange   ◔ Yellow   ◑ Green   ✦ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 1 (Basics)

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%   **Dashboard Release:**

Fall 2017

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This page displays the information submitted by the local educational agency on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

[LEA Submission] N/A

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

[LEA Submission] N/A

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies):

[LEA Submission] 0

Additional Comments (Optional Box Completed by Capistrano Connections Academy)

[LEA Submission] Capistrano Connections Academy does not have any charter goals or outcomes related to this local priority, therefore, under guidance from the State Board of Education, no information needs to be reported for this local indicator. This local indicator is not applicable to Capistrano Connections Academy.

Performance Levels:

◔ Red (Lowest Performance)   ◑ Orange   ◕ Yellow   ◕ Green   ✳ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 2 (Implementation of Academic Standards)

Capistrano Connections Academy - Orange County

Enrollment: 3,336   Socioeconomically Disadvantaged: 40%   English Learners: 2.5%

Foster Youth: 0.2%   Grade Span: K-12   Charter School: Yes

Dashboard Release:
Fall 2017

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This page displays the information submitted by the local educational agency on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs chose to either provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools, or to complete the reflection tool.

Option 1: Narrative Summary (Completed by Capistrano Connections Academy)

The narrative summary below identifies the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and describes why the local educational agency chose the selected measures or tools.

In addition, the local educational agency was asked to summarize it's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

[LEA Submission] N/A

Additional Comments (Optional Box Completed by Capistrano Connections Academy)

[LEA Submission] Capistrano Connections Academy does not have any charter goals or outcomes related to this local priority, therefore, under guidance from the State Board of Education, no information needs to be reported for this local indicator. This local indicator is not applicable to Capistrano Connections Academy.

Performance Levels:

🌒 Red (Lowest Performance)   🌓 Orange   🌕 Yellow   🌗 Green   🌑 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 3 (Parent Engagement)

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Dashboard Release:
Fall 2017

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

Self-Reflection Tool for Parent Engagement (Priority 3)

This page displays the information submitted by the local educational agency on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of its progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures. As part of the response, the local educational agency was asked to describe why it chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

The local educational agency administered a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), and was asked to summarize the following:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission]

Option 2: Local Measures

The local educational agency was asked to summarize the following:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission] 1. MEASURES CHOSEN: Local measures were chosen for two areas after an analysis of how the targeted areas 'translate' in our unique virtual school environment. For Area 1, "Seeking input from parents/guardians in school decision making", we will measure parent/guardian participation on the Board of Directors and on the School Advisory Committee For Area 2, "Promoting parental participation in programs", we will measure participation in field trips and other school in-person events and parental completion of attendance logs 2. RELATIONSHIP TO LCAP GOALS: Progress is related most directly to LCAP Goal #3: Improve student retention and parent engagement. When students stay in our school longer, they are academically more successful. High levels of parent engagement promote student success and increase student retention rates. When these measures improve, improvement in other LCAP academic goals should also occur, so either directly or indirectly, Goals 1-4 would also be positively impacted. 3. PROGRESS REPORT: The parental perspective is considered extremely valuable during decision making by the Board. It has sometimes been a challenge to find a parent willing to take such a leadership role; the Board does currently have a parent representative. If the parent representative leaves the Board, another parent to fill the vacancy will be recruited. The School Advisory Committee includes representation from all stakeholders, including parents. For at least one of the three meetings each year, all parents/guardians in the school are invited. The school administration recruits parents from various grade levels and backgrounds for the

Committee. Parent involvement in the Committee has improved, however, the school still faces several significant challenges. Field trips and other school events provide opportunities for parent engagement. They promote a positive school culture, allow face to face social interactions and networking, and build strong connections between home and school. Three prompts from the annual parent survey were analyzed: 1. Did you and your child attend an event sponsored by the school this year: Increase by 0.8%. 2. Rate the overall quality of the events you attended this year: Decrease by 4.4 %. 3. The program provides opportunities for interaction with other families: Increase by 2.7%. The trend towards increased interaction in the school community shows progress, however, the decrease in satisfaction of the events themselves is an area for improvement. Evidence has shown parents logging in regularly to mark attendance leads to better monitoring and support of student progress and staying better connected with the school. The school has found that engagement in the attendance process decreases as students get older. The school is making ongoing efforts to improve, including training and support for parents and teachers, increased and improved policies and better tracking of the metric.

Additional Comments (Optional Box Completed by Capistrano Connections Academy)

[LEA Submission] For charter schools, if the charter outcomes do not address one of the eight state priorities which are considered one of the four "Local Indicators", the school does not have to report anything on that Local Indicator section of its state Dashboard. There is a charter outcome which is somewhat related to the Parent Engagement state priority, called "Parent Satisfaction". Therefore, progress will be monitored and reported for Local Indicator 3. Progress will be reported through a narrative summary in two different key areas identified by the state, and in addition, the summary will explain why we chose the selected measures and how the findings relate to the goals established for other LCFF priorities in the LCAP. Parents are inherently very involved in our school program just by the nature of the virtual school environment, and strong parent engagement is an important key to student success this setting. While there are many ways that parent engagement could be examined, the school chose to use measures where improvement would be the most impactful to student success. This report on parent engagement was presented for California Connections Academy Schools to the Board of Directors at a regular meeting on October 24, 2017.

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 6 (Local Climate Survey)

Capistrano Connections Academy - Orange County

Enrollment: 3,336   **Socioeconomically Disadvantaged:** 40%   **English Learners:** 2.5%

Foster Youth: 0.2%   **Grade Span:** K-12   **Charter School:** Yes

Dashboard Release:
Fall 2017

Optional Narrative Summary (Completed by Capistrano Connections Academy)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

School Climate (Priority 6)

This page displays the information submitted by the local educational agency on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and he public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

[LEA Submission] N/A

Additional Comments (Optional Box Completed by Capistrano Connections Academy)

[LEA Submission] Capistrano Connections Academy does not have any charter goals or outcomes related to this local priority, therefore, under guidance from the State Board of Education, no information needs to be reported for this local indicator. This local indicator is not applicable to Capistrano Connections Academy.

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Capistrano Unified School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name ▲	Suspension Rate ⬍	English Learner Progress ⬍	English Language Arts ⬍	Mathematics ⬍	Graduation Rate ⬍
Capistrano Unified	●	●	●	●	●
Aliso Niguel High	●	●			●
Aliso Viejo Middle	●	●	●	●	
Arroyo Vista Elementary	●		●	●	
Arroyo Vista Middle	●		●	●	
Bathgate Elementary	●	●	●	●	
Bernice Ayer Middle	●	●	●	●	
Bridges Community Day					
California Preparatory Academy	●				●
Canyon Vista Elementary	●		●	●	
Capistrano Valley High	●	●			●
Capistrano Virtual/Home	●		●	●	
Carl Hankey Elementary	●	●	●	●	
Carl Hankey Middle	●		●	●	
Castille Elementary	●	●	●	●	
Chaparral Elementary	●		●	●	
Clarence Lobo Elementary	●	●	●	●	
Concordia Elementary	●	●	●	●	
Dana Hills High	●	●			●
Del Obispo Elementary	●	●	●	●	
Don Juan Avila Elementary	●	●	●	●	
Don Juan Avila Middle	●	●	●	●	
George White Elementary	●	●	●	●	
Harold Ambuehl Elementary	●	●	●	●	
Hidden Hills Elementary	●	●	●	●	
John Malcom Elementary	●		●	●	
Junipero Serra High					
Kinoshita Elementary	●	●	●	●	
Ladera Ranch Elementary	●		●	●	
Ladera Ranch Middle	●		●	●	

School					
Laguna Niguel Elementary	Orange	Orange	Green	Green	
Las Flores Elementary	Orange	Yellow	Green	Green	
Las Flores Middle	Orange		Green	Green	
Las Palmas Elementary	Green	Yellow	Yellow	Orange	
Marblehead Elementary	Green	Green	Green	Orange	
Marco Forster Middle	Orange	Green	Green	Orange	
Marian Bergeson Elementary	Green	Orange	Green	Green	
Moulton Elementary	Green	Green	Green	Green	
Newhart Middle	Orange	Green	Green	Green	
Niguel Hills Middle	Orange	Green	Green	Yellow	
Oak Grove Elementary	Orange	Green	Green	Blue	
Oso Grande Elementary	Green		Green	Green	
Palisades Elementary	Green	Green	Orange	Yellow	
Philip J. Reilly Elementary/Special Education	Orange		Green	Blue	
Richard Henry Dana Elementary	Yellow	Orange	Red	Orange	
Richard Henry Dana Exceptional Needs					
San Clemente High	Orange	Green			Blue
San Juan Elementary	Green	Yellow	Orange	Yellow	
San Juan Hills High	Green	Green			Blue
Shorecliffs Middle	Orange	Green	Green	Green	
Tesoro High	Orange				Green
Tijeras Creek Elementary	Orange		Green	Green	
Truman Benedict Elementary	Green		Green	Green	
Viejo Elementary	Yellow	Yellow	Yellow	Orange	
Vista del Mar Elementary	Yellow		Green	Blue	
Vista del Mar Middle	Green		Green	Blue	
Wagon Wheel Elementary	Orange		Green	Blue	
Wood Canyon Elementary	Green	Orange	Orange	Yellow	

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Fwd: Books Needed

1 message

Mary Anne Robb <marobb@sccs.santacruz.k12.ca.us>   Mon, Sep 10, 2018 at 3:44 PM
To: Judy Bartle <jbartle@sccs.santacruz.k12.ca.us>

Can you please purchse these titles for Isai?
Thank you
---------- Forwarded message ----------
From: **Isai Baltezar** <ibaltezar@sccs.santacruz.k12.ca.us>
Date: Mon, Sep 10, 2018 at 2:43 PM
Subject: Books Needed
To: Mary Anne Robb <marobb@sccs.santacruz.k12.ca.us>

Hi Mary Anne,

These are books that I need for my sites as they will be using them. Do you have them at the DO or can I get them reimburse please. One is a resource that both Elizabeth and I will be agreeing on using to have consistency and alignment as we create integrated and designated ELD lessons. Thank you in advance.

BAYVIEW

The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader by Jan Richardson

DELAVEAGA

Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners by Douglas Fisher

COACHES

EL Excellence Every Day: The Flip-to Guide for Differentiating Academic Literacy by Tonya W. Singer

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Isai Baltezar
Santa Cruz City Schools
E.L.D. Instructional Coach
@Bayview Elementary
@De Laveaga Elementary
(831) 226-9494

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Mary Anne Robb
Director of Elementary Curriculum, Intervention, and Assessment
Santa Cruz City Schools
marobb@sccs.net

We lead, support, and serve all sites and district personnel to use data, research-based instructional strategies and interventions to ensure ALL students are challenged, academically successful, and ready for college and careers. ~ Department of Curriculum, Intervention, & Assessment Vision

California Connections Academy @ North Bay - Middletown Unified

Fall 2017 Dashboard Report

https://caschooldashboard.org/#/Details/17640550129601/3/EquityReport

Equity Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:**
Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism ⬀	N/A	N/A	N/A
Suspension Rate (K-12)	⚫	3	0
English Learner Progress (1-12)		N/A	N/A
Graduation Rate (9-12)		N/A	N/A
College/Career (9-12) Select for one year of available data	N/A	N/A	N/A
English Language Arts (3-8)		N/A	N/A
Mathematics (3-8)		N/A	N/A

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

◑ Red (Lowest Performance)   ◑ Orange   ◕ Yellow   ⬤ Green   ✸ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:**
Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism ⬈	N/A	N/A	N/A
Suspension Rate (K-12)	⬤	Very Low 0%	Maintained 0%
English Learner Progress (1-12)		*	*
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data	N/A	*	N/A
English Language Arts (3-8)		Low 13.1 points below level 3	Declined Significantly -35.2 points
Mathematics (3-8)		Low 70.2 points below level 3	Declined Significantly -34.7 points

Performance Levels:

⬤ Red (Lowest Performance)   ⬤ Orange   ⬤ Yellow   ⬤ Green   ⬤ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release: Fall 2017**

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

State Indicators

English Learner Progress Indicator (Grades K-12)

2015	2016	2017
0%	0%	0%

The percent of English Learners who made progress towards English proficiency.

Suspension
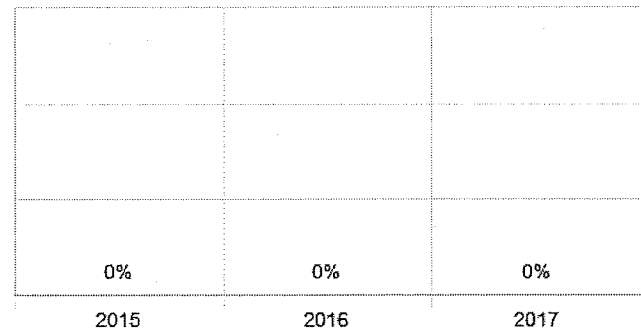
2015	2016	2017
0% (0)	0% (0)	0% (0)

Graduation
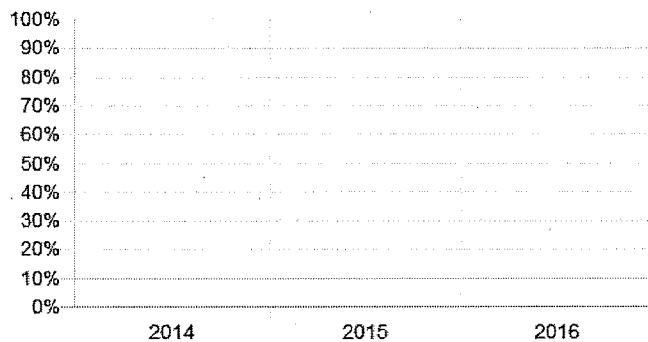
2015	2016	2017
0%	0%	0%

College/Career Indicator

Prepared   Approaching Prepared   Not Prepared
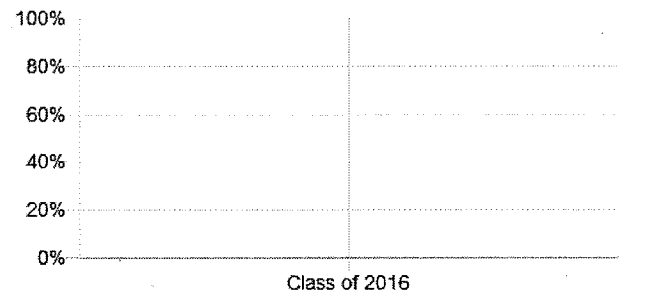
	Prepared	Approaching Prepared	Not Prepared
Class of 2016	0%	0%	0%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8): Distance from Level 3

ELA   Math
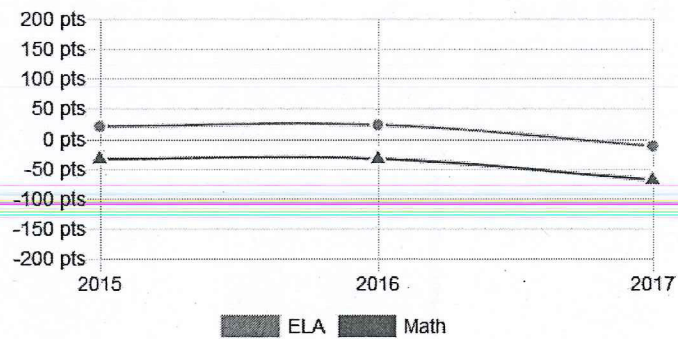
	2015	2016	2017
ELA	20.2 pts	22 pts	-13.1 pts
Math	-34 pts	-35.5 pts	-70.2 pts

Other State Measures

Assessment Performance Results for Grade 11: Distance from Level 3

ELA   Math
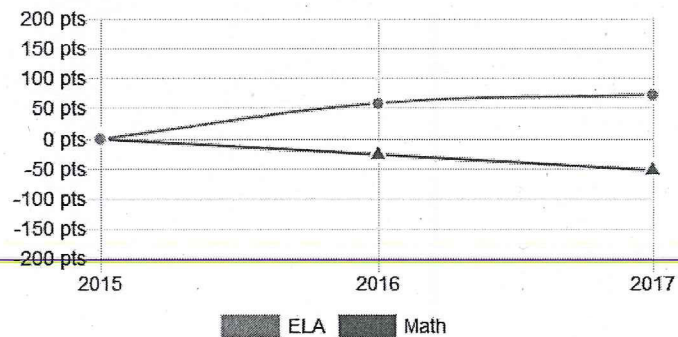
	2015	2016	2017
ELA	0 pts	57.1 pts	71.3 pts
Math	0 pts	-27.5 pts	-52.4 pts

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met

Student Group Report

California Connections Academy @ North Bay - Lake County

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	⬤	*	*	*	⬤	*	*	*	*	*	⬤	*	*	⬤
English Learner Progress (1-12)	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Arts (3-8)	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics (3-8)	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Performance Levels:

⬤ Red (Lowest Performance)   ○ Orange   ◔ Yellow   ⬤ Green   ⬤ Blue (Highest Performance)

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Suspension Rate Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:**

Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students	⊛	199	Very Low 0%	Maintained 0%
English Learners		4	*	*
Foster Youth		0	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged	⊛	77	Very Low 0%	Maintained 0%
Students with Disabilities		25	Very Low 0%	Maintained 0%
African American		0	*	*
American Indian		2	*	*
Asian		4	*	*
Filipino		3	*	*
Hispanic	⊛	44	Very Low 0%	Maintained 0%
Pacific Islander		0	*	*
Two or More Races		19	Very Low 0%	Maintained 0%
White	⊛	127	Very Low 0%	Maintained 0%

Performance Levels:

◐ Red (Lowest Performance)   ◑ Orange   ◓ Yellow   ◕ Green   ⊛ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Graduation Rates Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:**
Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		10	*	*
English Learners		1	*	*
Foster Youth		0	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		4	*	*
Students with Disabilities		1	*	*
African American		0	*	*
American Indian		0	*	*
Asian		0	*	*
Filipino		0	*	*
Hispanic		3	*	*
Pacific Islander		0	*	*
Two or More Races		1	*	*
White		6	*	*

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

College/Career Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:**
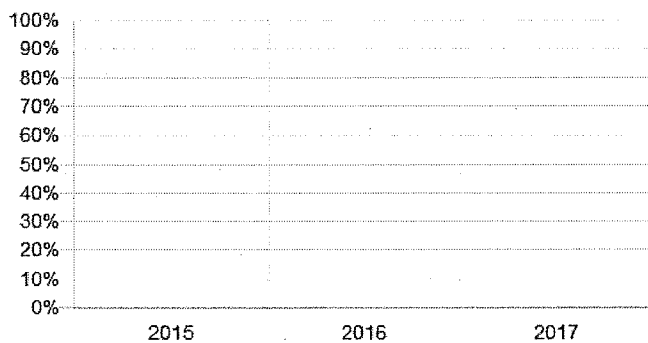**Fall 2017**

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the status level for student groups on the College/Career Indicator. Select any of the underlined student groups for more detailed information. A color-coded performance level will be reported for the first time in the fall of 2018.

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	10	*	N/A
English Learners	N/A	1	*	N/A
Foster Youth	N/A	0	*	N/A
Homeless	N/A	1	*	N/A
Socioeconomically Disadvantaged	N/A	4	*	N/A
Students with Disabilities	N/A	1	*	N/A
African American	N/A	0	*	N/A
American Indian	N/A	0	*	N/A
Asian	N/A	0	*	N/A
Filipino	N/A	0	*	N/A
Hispanic	N/A	3	*	N/A
Pacific Islander	N/A	0	*	N/A
Two or More Races	N/A	1	*	N/A
White	N/A	6	*	N/A

Assessment Performance Results	Number of Students	Status	Change
English Language Arts (Grade 11)	16	71.3 points above level 3	+14.2 points
Mathematics (Grade 11)	16	52.4 points below level 3	-24.9 points

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

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English Language Arts Assessment Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:** Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

Student Performance	Number of Students	Status	Change
All Students	25	Low 13.1 points below level 3	Declined Significantly -35.2 points
English Learners	2	*	*
Foster Youth	0	*	*
Homeless	0	*	*
Socioeconomically Disadvantaged	12	Low 33.6 points below level 3	Declined Significantly -19.3 points
Students with Disabilities	4	*	*
African American	0	*	*
American Indian	1	*	*
Asian	0	*	*
Filipino	0	*	*
Hispanic	7	*	*
Pacific Islander	0	*	*
Two or More Races	1	*	*
White	16	Medium 0 points below level 3	Declined Significantly -30.2 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	1	No Data 0 points below level 3	No Data 0 points
EL - EL Only	1	No Data 0 points below level 3	No Data 0 points
English Only	22	Low 6.1 points below level 3	Declined Significantly -30.2 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	0	*	*	*

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Math Assessment Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%

Dashboard Release: Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		25	Low 70.2 points below level 3	Declined Significantly -34.7 points
English Learners		2	*	*
Foster Youth		0	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		12	Low 83 points below level 3	Declined Significantly -19.8 points
Students with Disabilities		4	*	*
African American		0	*	*
American Indian		1	*	*
Asian		0	*	*
Filipino		0	*	*
Hispanic		7	*	*
Pacific Islander		0	*	*
Two or More Races		1	*	*
White		16	Low 45.3 points below level 3	Declined Significantly -25.7 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	1	No Data 0 points below level 3	No Data 0 points
EL - EL Only	1	No Data 0 points below level 3	No Data 0 points
English Only	22	Low 58.2 points below level 3	Declined Significantly -27.8 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	0	*	*	*

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

All Students Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release: Fall 2017**

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⤤	N/A	N/A	N/A
Suspension Rate (K-12)	✹	Very Low 0%	Maintained 0%
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A
English Language Arts (3-8)		Low 13.1 points below level 3	Declined Significantly -35.2 points
Mathematics (3-8)		Low 70.2 points below level 3	Declined Significantly -34.7 points

Performance Levels:

◖ Red (Lowest Performance)   ◕ Orange   ◔ Yellow   ✦ Green   ✹ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Learners Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:**
Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⧉	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Learner Progress (1-12)		*	N/A
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

◔ Red (Lowest Performance)   ◑ Orange   ◕ Yellow   ✪ Green   ✪ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Socioeconomically Disadvantaged Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release: Fall 2017**

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Socioeconomically Disadvantaged on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 🗗	N/A	N/A	N/A
Suspension Rate (K-12)	✸	Very Low 0%	Maintained 0%
Graduation Rate (9-12)		*	*
College/Career (9-12) <u>Select for one year of available data</u>		*	N/A
English Language Arts (3-8)		Low 33.6 points below level 3	Declined Significantly -19.3 points
Mathematics (3-8)		Low 83 points below level 3	Declined Significantly -19.8 points

Performance Levels:

◗ Red (Lowest Performance)   ◖ Orange   ◌ Yellow   ✸ Green   ✸ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Students with Disabilities Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:** **Fall 2017**

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⬈	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

◕ Red (Lowest Performance)   ◔ Orange   ◓ Yellow   ◕ Green   ✸ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

American Indian Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release: Fall 2017**

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for American Indian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ☐	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

🌑 Red (Lowest Performance)   🌑 Orange   🌑 Yellow   🌑 Green   🌑 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Asian Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:**
Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Asian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ☑	N/A	N/A	N/A
Suspension Rate (K-12)		*	*

Performance Levels:

⬤ Red (Lowest Performance)   ◕ Orange   ◔ Yellow   ◕ Green   ✸ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

African American Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:**
Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for African American on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⌈⧉	N/A	N/A	N/A

Performance Levels:

⬤ Red (Lowest Performance)   ⬤ Orange   ⬤ Yellow   ⬤ Green   ⬤ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Filipino Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:** **Fall 2017**

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Filipino on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⤴	N/A	N/A	N/A
Suspension Rate (K-12)		*	*

Performance Levels:

◗ Red (Lowest Performance)   ◔ Orange   ◑ Yellow   ◕ Green   ✳ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Pacific Islander Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:**
Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Pacific Islander on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ↗	N/A	N/A	N/A

Performance Levels:

◔ Red (Lowest Performance)   ◑ Orange   ◕ Yellow   ✸ Green   ✸ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Two or More Races Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release: Fall 2017**

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Two or More Races on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⌤	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

◔ Red (Lowest Performance)   ◑ Orange   ◕ Yellow   ◉ Green   ✦ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

White Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:** **Fall 2017**

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for White on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⬀	N/A	N/A	N/A
Suspension Rate (K-12)	⬤	Very Low 0%	Maintained 0%
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A
English Language Arts (3-8)		Medium 0 points below level 3	Declined Significantly -30.2 points
Mathematics (3-8)		Low 45.3 points below level 3	Declined Significantly -25.7 points

Performance Levels:

◔ Red (Lowest Performance)   ◑ Orange   ◕ Yellow   ◕ Green   ⬤ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Hispanic Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:**

Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⌴	N/A	N/A	N/A
Suspension Rate (K-12)	⊛	Very Low 0%	Maintained 0%
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

◔ Red (Lowest Performance)   ◑ Orange   ◕ Yellow   ◕ Green   ⊛ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Foster Youth Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:**
Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Foster Youth on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⤴	N/A	N/A	N/A

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Homeless Student Group Report

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:** Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

This report shows the performance levels for Homeless on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⎘	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
Graduation Rate (9-12)		*	*
College/Career (9-12) Select for one year of available data		*	N/A

Performance Levels:

◔ Red (Lowest Performance)   ◑ Orange   ◕ Yellow   ◕ Green   ✦ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 1 (Basics)

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:** Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This page displays the information submitted by the local educational agency on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

[LEA Submission] N/A

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

[LEA Submission] N/A

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies):

[LEA Submission] 0

Additional Comments (Optional Box Completed by California Connections Academy @ North Bay)

[LEA Submission] California Connections Academy @ North Bay does not have any charter goals or outcomes related to this local priority, therefore, under guidance from the State Board of Education, no information needs to be reported for this local indicator. This local indicator is not applicable to California Connections Academy @ North Bay.

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 2 (Implementation of Academic Standards)

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:** Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This page displays the information submitted by the local educational agency on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs chose to either provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools, or to complete the reflection tool.

Option 1: Narrative Summary (Completed by California Connections Academy @ North Bay)

The narrative summary below identifies the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and describes why the local educational agency chose the selected measures or tools.

In addition, the local educational agency was asked to summarize it's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

[LEA Submission] N/A

Additional Comments (Optional Box Completed by California Connections Academy @ North Bay)

[LEA Submission] California Connections Academy @ North Bay does not have any charter goals or outcomes related to this local priority, therefore, under guidance from the State Board of Education, no information needs to be reported for this local indicator. This local indicator is not applicable to California Connections Academy @ North Bay.

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 3 (Parent Engagement)

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:** Fall 2017

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

Self-Reflection Tool for Parent Engagement (Priority 3)

This page displays the information submitted by the local educational agency on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of its progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures. As part of the response, the local educational agency was asked to describe why it chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 2: Local Measures

The local educational agency was asked to summarize the following:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

*[LEA Submission] MEASURES CHOSEN Local measures were chosen for two areas after an analysis of how the targeted areas 'translate' in our unique virtual school environment. Seeking input from parents/guardians in school decision making * Parent/guardian participation on the Board of Directors * Parent/guardian participation on the School Advisory Committee Promoting parental participation in programs * Participation in field trips and other school in-person events * Parental completion of attendance logs RELATIONSHIP TO LCAP GOALS Progress is related most directly to LCAP Goal #3: Improve student retention and parent engagement. When students stay in our school longer, they are academically more successful. High levels of parent engagement promote student success and increase student retention rates. When these measures improve, improvement in other LCAP academic goals should also occur, so either directly or indirectly, Goals 1-4 would also be positively impacted. PROGRESS REPORT The parental perspective is considered extremely valuable during decision making by the Board. It has sometimes been a challenge to find a parent willing to take such a leadership role; the Board does currently have a parent representative. If the parent representative leaves the Board, another parent to fill the vacancy will be recruited. The School Advisory Committee includes representation from all stakeholders, including parents. For at least one of the three meetings each year, all parents/guardians in the school are invited. The school administration recruits parents from various grade levels and backgrounds for the Committee. Parent involvement in the Committee has improved, however, the school still faces several significant challenges. Field trips and other school events provide opportunities for parent engagement. They promote a positive school culture, allow face to face social interactions and networking, and build strong connections between home and school. Three prompts from the annual parent survey were analyzed: 1. Did you and your child attend an event sponsored by the school this year: Increase by 0.8% 2. Rate the overall quality of the events you attended this year: Decrease by 4.4 % 3. The program provides opportunities for interaction with other families: Increase by 2.7% The trend towards increased interaction in the school community shows progress, however, the decrease in satisfaction of the events themselves is an area for improvement. Evidence has shown parents logging in regularly to mark attendance leads to better monitoring and support of student progress and staying better connected with the school. The school has found that engagement in the attendance process decreases as students get older. The school is making ongoing efforts to improve, including training and support for parents and teachers, increased and improved policies and better tracking of the metric.*

Additional Comments (Optional Box Completed by California Connections Academy @ North Bay)

[LEA Submission] For charter schools, if the charter outcomes do not address one of the eight state priorities which are considered one of the four "Local Indicators", the school does not have to report anything on that Local Indicator section of its state Dashboard. There is a charter outcome which is somewhat related to the Parent Engagement state priority, called "Parent Satisfaction". Therefore, progress will be monitored and reported for Local Indicator 3. Progress will be reported through a narrative summary in two different key areas identified by the state, and in addition, the summary will explain why we chose the selected measures and how the findings relate to the goals established for other LCFF priorities in the LCAP. Parents are inherently very involved in our school program just by the nature of the virtual school environment, and strong parent engagement is an important key to student success this setting. While there are many ways that parent engagement could be examined, the school chose to use measures where improvement would be the most impactful to student success. This report on parent engagement was presented for California Connections Academy Schools to the Board of Directors at a regular meeting on October 24, 2017.

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 6 (Local Climate Survey)

California Connections Academy @ North Bay - Lake County

Enrollment: 151   **Socioeconomically Disadvantaged:** 36.4%   **English Learners:** 2%   **Foster Youth:** 0%   **Dashboard Release:** **Fall 2017**

Grade Span: K-12   **Charter School:** Yes

Optional Narrative Summary (Completed by California Connections Academy @ North Bay)

The state is currently calculating the graduation rate based on how many students graduate four years after first starting high school (known as a "four year cohort graduation rate"). California Connections Academy schools accept many students who are entering high school from other schools, and who are very often behind in the credits needed to graduate. Many of these students are able to graduate and earn their diploma after five years, but these students are not being counted.

School Climate (Priority 6)

This page displays the information submitted by the local educational agency on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and he public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

[LEA Submission] N/A

Additional Comments (Optional Box Completed by California Connections Academy @ North Bay)

[LEA Submission] California Connections Academy @ North Bay does not have any charter goals or outcomes related to this local priority, therefore, under guidance from the State Board of Education, no information needs to be reported for this local indicator. This local indicator is not applicable to California Connections Academy @ North Bay.

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Middletown Unified School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name ▲	Suspension Rate ⬍	English Learner Progress ⬍	English Language Arts ⬍	Mathematics ⬍	Graduation Rate ⬍
Middletown Unified	◕	✸	◕	◕	✸
Cobb Mountain Elementary	◔		✸	✸	
Coyote Valley Elementary	✸		◕	◕	
Loconoma Valley High					
Middletown High	◕				✸
Middletown Middle	◕		◕	◕	
Minnie Cannon Elementary	✸		◕	◕	

Performance Levels:

◔ Red (Lowest Performance) ◑ Orange ◕ Yellow ◕ Green ✸ Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Capistrano Connections Academy

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Dr. Richard Savage, Executive Director

⚲ Principal, Capistrano Connections Academy

About Our School

NOTES ON THE DATA IN THIS REPORT:

Capistrano Connections Academy is a charter school authorized to operate under Capistrano Unified School District. The charter school serves a very different population of students than the authorizing district. For this reason, comparisons between the school and the district should be interpreted cautiously. In this report, if "LEA" or "District" is mentioned, it refers to Capistrano Unified School District. In some cases, district information is not available to the charter and is not reported in this SARC. Information about Capistrano Unified School District can also be found in their SARCs.

Capistrano Connections Academy is a virtual school. It does not operate any classrooom based instruction. As a non-classroom based virtual charter school, the school cannot calculate class size based on how many students are in a classroom, but rather the school calculated class size based on the overall student to teacher ratio. In the sections reporting on class size, the ratio is calculated for the entire school and for all subjects, grades K-12. The limits on this ratio are set by the state. This is calculated annually, and uses the total number of FTEs of teachers and the total annual ADA for students. Each individual teacher may have a class size/load that is higher or lower than this number. Students are able to receive a large amount of individualized attention from their teachers.

In the sections that report on graduation rate and drop out rates, it is important to note that the school's official drop out rate is artificially high and graduation rate artificially low, due to high student mobility in the virtual school setting. The drop out numbers are reported throughout the year, while the enrollment numbers are only for October. In addition, students who are not found in another public school by the count date may be counted as drop outs even if they are not actually drop outs. According to CDE's DataQuest, cohort graduation rates do not include all of the students that graduated in a given year. By federal regulation, cohort rates only include graduates that earned their diplomas within a specific four-year period of time. Cohort rates do not include students who, for a variety of reasons, took longer than four years to graduate. Therefore, these rates are likely to be significantly lower for schools that emphasize reengaging former dropouts. Caution must be used when analyzing or comparing graduation rates for alternative education schools serving former dropouts.

Contact

Capistrano Connections Academy
33272 Valle Rd.
San Juan Capistrano, CA 92675-4842

Phone: 949-461-1667
E-mail: *fsassin@calca.connectionsacademy.org*

Phone: 949-461-1667
E-mail: *fsassin@calca.connectionsacademy.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Capistrano Unified
Phone Number	(949) 234-9200
Superintendent	Kirsten Vital
E-mail Address	kmvital@capousd.org
Web Site	www.capousd.org

School Contact Information (School Year 2017-18)	
School Name	Capistrano Connections Academy
Street	33272 Valle Rd.
City, State, Zip	San Juan Capistrano, Ca, 92675-4842
Phone Number	949-461-1667
Principal	Dr. Richard Savage, Executive Director
E-mail Address	fsassin@calca.connectionsacademy.org
Web Site	www.connectionsacademy.com/capoca
County-District-School (CDS) Code	30664640106765

Last updated: 1/10/2018

School Description and Mission Statement (School Year 2017-18)

Capistrano Connections Academy (also known as California Connections Academy @ Capistrano or CalCA @ Capistrano) was authorized on June 4, 2004 and received its second 5-year charter renewal in March of 2014 by Capistrano Unified School District (CUSD). CalCA @ Capistrano began serving students on September 7, 2004. CalCA @ Capo serves students in Los Angeles, Orange, Riverside, San Bernardino, and San Diego Counties counties.

The mission of CalCA@ Capistrano is to leverage 21st century education resources on behalf of students who need a more personalized approach to learning to maximize these students' potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with real connections among students, family, teachers, and the community to promote academic and emotional success for every learner. Every CalCA@ Capistrano student has a Personalized Learning Plan and an entire team of experts committed to the student's successful fulfillment of that plan. CalCA@ Capistrano is a high-quality, high-tech, high-interaction virtual "school without walls" that brings out the best in every student through Personalized Performance Learning.

CalCA@ Capistrano is tailor-made for a diverse array of students who would benefit from a quality alternative to the traditional brick-and-mortar classroom. These include students whose families seek direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction.

CalCA@ Capistrano represents an outstanding educational choice for families in Orange County and contiguous counties. Students will benefit from instruction that is individualized, personalized, and flexible. The ultimate focus of this "high-tech, high-interaction" instructional model is student achievement. The CalCA@ Capistrano Board has engaged Connections Academy, LLC (CA) to manage the school under the terms of a professional services contract. Parents pay no tuition for their students to attend California Connections Academy @ Capistrano. Students are considered to be enrolled in a full time public school. CalCA @ Capistrano provides textbooks and other instructional materials and equipment. Non-consumable materials and all equipment must be returned if the student is no longer enrolled. Students are expected to take all state- mandated standardized tests in person at proctored locations designated by the school.

Last updated: 1/10/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	142
Grade 1	103
Grade 2	117
Grade 3	121
Grade 4	154
Grade 5	180
Grade 6	183
Grade 7	261
Grade 8	319
Grade 9	320
Grade 10	425
Grade 11	484
Grade 12	527
Total Enrollment	3336
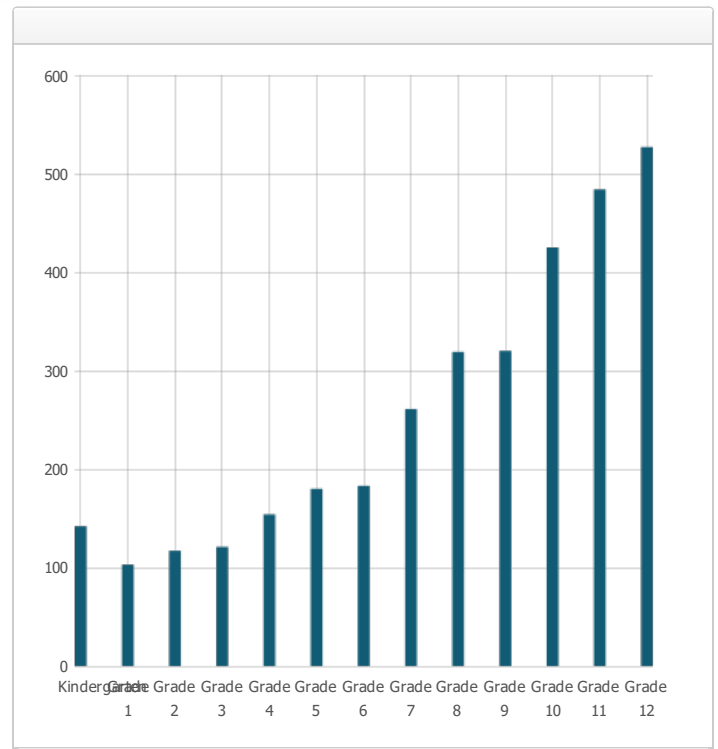
Last updated: 1/10/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	8.2 %
American Indian or Alaska Native	0.1 %
Asian	3.5 %
Filipino	1.8 %
Hispanic or Latino	34.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	35.3 %
Two or More Races	16.9 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.0 %
English Learners	2.5 %
Students with Disabilities	9.4 %
Foster Youth	0.2 %

Last updated: 1/10/2018

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	94	102	125	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
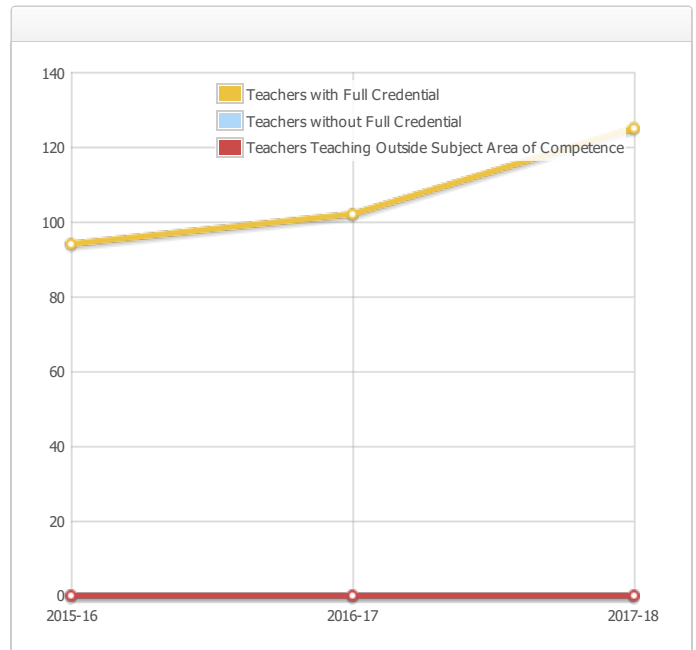
Last updated: 1/10/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
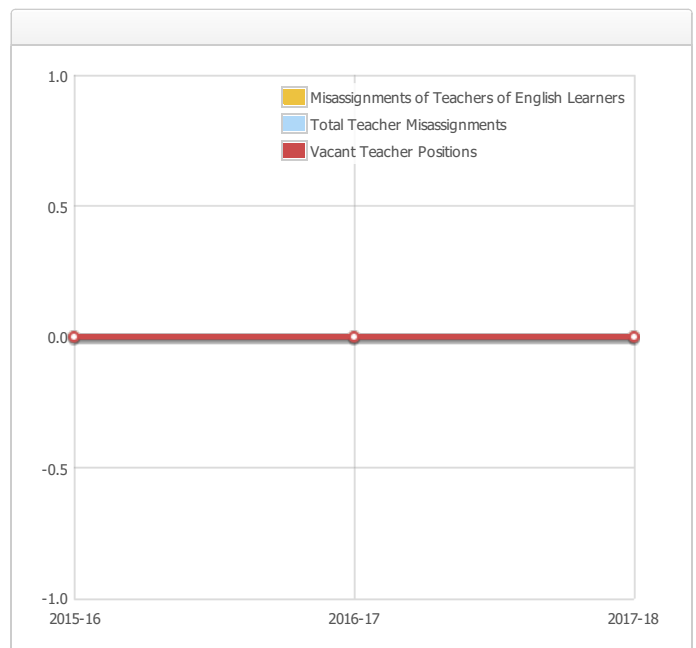
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/25/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1	Yes	0.0 %
Mathematics	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1	Yes	0.0 %
Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a 'virtual classroom.' **Lab equipment:** Charters are not mandated to use state adopted curriculum. All students receive online and offline materials needed to complete their course of study. Students in science courses are able to use items already in their home to complete science labs. In addition, there are curriculum supplements that include AP Physics Lab Kits, Lab Investigators for: Chemical Reactions, Rocks and Minerals and Virtual Dissection. Virtual labs are utilized for Physical Science, Chemistry and Earth Science. At the High School level and for students that wish to take a UC "a" through "g" approved lab science, our students complete 18 hours of in person wet lab hours per semester in accordance with the standards taught within the curriculum. These labs are conducted at pre-determined facilities approximately	Yes	0.0 %

once a month and all lab equipment is supplied by the school.

For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1

		Yes	0.0 %
History-Social Science	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1		
Foreign Language	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1	Yes	0.0 %
Health	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a 'virtual classroom.' For the most recent complete curriculum Program Guide, please visit the following URL : http://bluetoad.com/publication/?m=1702&l=1	Yes	0.0 %
Visual and Performing Arts	Charters are not mandated to use state-adopted curriculum. All students receive online and offline materials needed to complete their course of study. The Board of Directors approves the curriculum, textbook and instructional material selections annually. The Connections Academy branded curriculum, including assessments, is aligned to the California Common Core State Standards, California Content Standards and Next Generation Science Standards, as adopted by the State Board of Education for English-Language Arts, Mathematics, Health Education, History-Social Science, Physical Education, Science, Visual and Performing Arts, and World Languages. Additional alignments are conducted for "a" to "g" guidelines. The curriculum is updated regularly based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. The high quality proprietary curriculum integrates textbooks, lesson plans, and other content from a variety of leading publishers	Yes	0.0 %

including Pearson, McGraw-Hill, and Zaner-Bloser, many of which are already on the state's approved list. In addition to high-quality virtual and print textbook resources, the curriculum features technology-based content from providers such as Grolier Online, BrainPOP, Houghton Mifflin Harcourt, and Discovery Education. Connections Education's proprietary and highly effective online animated Teachlets® tutorials, which introduce challenging topics and provide interactive practice, are also included. LiveLesson® sessions, which provide for real-time web conferencing with individual and small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing, allow teachers and students to interact with one another in real time in a 'virtual classroom.'

For the most recent complete curriculum Program Guide, please visit the following URL :
http://bluetoad.com/publication/?m=1702&l=1

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/25/2018

School Facility Conditions and Planned Improvements

The school facility is located in a business park in San Juan Capistrano, CA. The building is relatively new. Improvements were made and maintenance was done at that time to accommodate the needs of the school, including some minor repairs to plumbing and HVAC after the school moved here in summer of 2014. Ongoing maintenance needs have included plumbing and HVAC repairs on a regular basis. While many teachers work from home, many new teachers as well as most administrators and support staff work in the office. Students and families occasionally come to the school facility to meet with teachers, attend school events or participate in testing. It is expected that the office facility will meet the school's needs for at least several years. There are no planned improvements or repairs needed at this time, with the exception of some energy efficiency upgrades that will be done using the allocated Prop 39 funds in accordance with an approved plan. The school facility is in good condition.

Last updated: 1/25/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	There was a leak to the water pipe that feeds the fire sprinkler system at the Capistrano office location. This was repaired and pipes were replaced and no further issues have arisen.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Exemplary

Last updated: 1/25/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	63%	58%	69%	69%	48%	48%
Mathematics (grades 3-8 and 11)	29%	28%	57%	58%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/10/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1832	1501	81.93%	58.40%
Male	839	682	81.29%	53.52%
Female	993	819	82.48%	62.47%
Black or African American	150	116	77.33%	46.55%
American Indian or Alaska Native	--	--	--	--
Asian	50	46	92.00%	82.61%
Filipino	21	20	95.24%	90.00%
Hispanic or Latino	614	522	85.02%	52.87%
Native Hawaiian or Pacific Islander	--	--	--	--
White	648	508	78.40%	61.03%
Two or More Races	347	288	83.00%	62.71%
Socioeconomically Disadvantaged	752	594	78.99%	45.36%
English Learners	88	76	86.36%	30.26%
Students with Disabilities	196	148	75.51%	24.32%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/10/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1832	1483	80.95%	28.43%
Male	839	670	79.86%	29.14%
Female	993	813	81.87%	27.83%
Black or African American	150	113	75.33%	17.69%
American Indian or Alaska Native	--	--	--	--
Asian	50	46	92.00%	48.89%
Filipino	21	20	95.24%	70.00%
Hispanic or Latino	614	517	84.20%	20.69%
Native Hawaiian or Pacific Islander	--	--	--	--
White	648	504	77.77%	31.94%
Two or More Races	347	282	81.27%	34.52%
Socioeconomically Disadvantaged	752	582	77.39%	16.70%
English Learners	88	76	86.36%	--
Students with Disabilities	196	149	76.02%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/10/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	58.0%	59.0%	80.0%	78.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/10/2018

Career Technical Education Programs (School Year 2016-17)

The Career Technical Education (CTE) courses offered by California Connections Academy schools allow students to combine both college preparation and workforce skills development into one customized education program. CTE courses encourage students to explore and prepare for careers in finance, marketing, psychology, criminal justice, health and more.

Students enrolled in our CTE courses gain thorough technical knowledge and skills training, supplemented by a strong academic foundation and real-world experience. Our programs of study are organized by career clusters, which include distinct groupings of occupations and industries based on the knowledge and skills they require. These clusters branch into career pathways to help students narrow their interests further and design an education plan for achieving career goals.

Because the CTE strands and clusters are still relatively new, the school has not yet fully developed a CTE program which a student can fulfill as part of their high school diploma, therefore, no CTE program graduates are reported in the following section. Multiple CTE courses were submitted and approved for a-g and are therefore considered college preparatory elective options.

Last updated: 1/25/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	351
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/10/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	66.7%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	16.3%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	22.3%	20.0%	11.5%
7	24.7%	23.7%	16.1%
9	22.3%	20.9%	14.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/10/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Formal parent/teacher communication is required a minimum of once every two weeks for students in grades K-6 and monthly for students in grades 7-12. Parents proactively identify and work with teachers to address student challenges. Feedback from parents regarding the school is gathered annually using a parent survey conducted by an independent third party firm. Parents also participate through regular opportunities to plan and attend field trips and other school events throughout the year. There is a parent group similar to a PTA called "Club Orange" that all parents are welcome to participate in free of charge. There is a parent representative position available to the Board of Directors, the governing body for the charter school. There are also parent representatives on the School Advisory Committee, which advises the board and administration on topics such as Title programs and the LCAP. All parents and Learning Coaches are provided access, via Connexus®, the Educational Management System, to an online orientation and are encouraged to complete it prior to enrollment. The school has several Family Relationship Specialists who proactively reach out to support new parents, and also respond to assist parents who are having difficulties of any kind in fulfilling their crucial role in their student's education. Parents and Learning Coaches are encouraged and reminded that Technical Support can be contacted by phone or via a link in Connexus for assistance with technical issues, complaints and concerns. Monitored Message Boards provide opportunities for parents to communicate about a variety of topics with each other, with teachers, and with other stakeholders. A link on the parents' homepage in Connexus called "Feedback" enables parents to immediately and easily submit comments, complaints, questions, and concern, and the "rate your school" link allows parents to rate their overall experience at the school on a daily basis. These communications are tracked daily. Parents may also rate each lesson their student is assigned using the StarTrack system. Both the "rate your school" and the StarTrack systems use a rating scale of 1-5 (1 being poor, 5 being excellent) and also allow users to submit written comments. Students and their families are offered the opportunity to participate in a variety of school-sponsored activities, including official field trips, schoolwide social events, a private Facebook page for communication and planning, numerous clubs, and an online yearbook, and an extensive monthly school newsletter.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	19.4%	21.4%	25.4%	1.9%	1.4%	1.4%	11.5%	10.7%	9.7%
Graduation Rate	67.3%	66.9%	61.9%	96.8%	96.6%	97.2%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
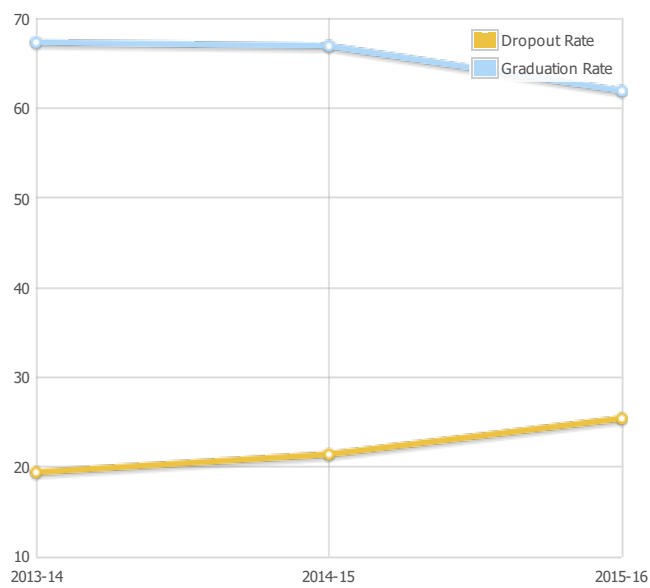
Last updated: 1/10/2018

Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

Student Group	School	District	State
All Students	74.6%	95.3%	87.1%
Black or African American	70.4%	80.0%	79.2%
American Indian or Alaska Native	50.0%	100.0%	80.2%
Asian	72.7%	97.6%	94.4%
Filipino	90.0%	100.0%	93.8%
Hispanic or Latino	68.8%	92.9%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	80.3%	96.5%	91.0%
Two or More Races	71.9%	94.0%	90.6%
Socioeconomically Disadvantaged	62.2%	94.4%	85.5%
English Learners	33.3%	63.4%	55.4%
Students with Disabilities	45.5%	76.4%	63.9%
Foster Youth	0.0%	60.0%	68.2%

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	0.0%	1.9%	1.9%	2.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%

Suspensions

Expulsions
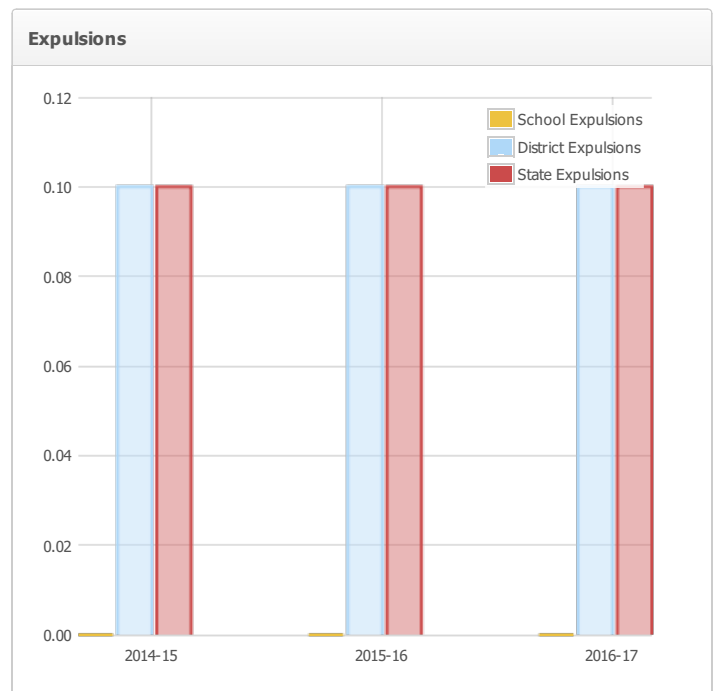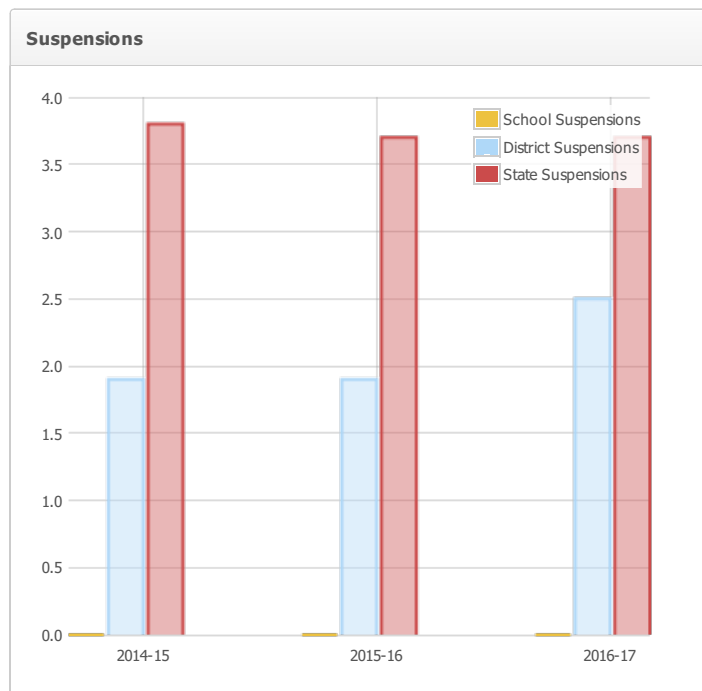
Last updated: 1/10/2018

School Safety Plan (School Year 2017-18)

Because our charter school is a virtual school, school safety issues differ from a traditional school. Students do not work from a school site but many teachers and administrators, as well as most all of the support staff, do work from an office location. For students, school safety issues typically include, but are not limited to, Internet safety as well as policies on bullying and harassment. Connexus, the school's Education Management System, provides a closed communication system, which helps ensure online safety for students. For staff members, common school safety issues addressed with training include Internet safety, students in distress, student, parent or staff bullying and harassment, and other topics. Emergency plans and work place safety policies are also provided for school staff members who work in a school office. Additional information about school safety is available upon request.

Last updated: 1/25/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 1/10/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	21.6				22.4				21.5			
1	21.6				22.4				21.5			
2	21.6				22.4				21.5			
3	21.6				22.4				21.5			
4	21.6				22.4				21.5			
5	21.6				22.4				21.5			
6	21.6				22.4				21.5			
Other	22.0				22.0				22.0			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Secondary)

| | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	21.6				22.4				22.0			
Mathematics	21.6				22.4				21.5			
Science	21.6				22.4				21.5			
Social Science	21.6				22.4				21.5			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	12.5	201.0
Counselor (Social/Behavioral or Career Development)	9.3	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	3.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	4.3	N/A
Resource Specialist (non-teaching)	13.9	N/A
Other	3.8	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10189.8	$1171.1	$9018.6	$47250.0
District	N/A	N/A	$9309.0	$86146.0
Percent Difference – School Site and District	N/A	N/A	-3.2%	-58.3%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	31.4%	-50.6%

Note: Cells with N/A values do not require data.

Last updated: 1/25/2018

Types of Services Funded (Fiscal Year 2016-17)

Programs provided by the school, in addition to the regular virtual program, include but are not limited to: Gifted/Talented, Special Education, ELL support, academic remediation and intervention programs (for Math at all grade levels and Math and ELA for elementary grade levels 3-5), Career/Technical Education courses, and Specialty Academies for students with talent and interest in athletics, the arts or science/technology.

Last updated: 1/10/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,872	$47,808
Mid-Range Teacher Salary	$77,944	$73,555
Highest Teacher Salary	$104,828	$95,850
Average Principal Salary (Elementary)	$123,351	$120,448
Average Principal Salary (Middle)	$134,870	$125,592
Average Principal Salary (High)	$140,688	$138,175
Superintendent Salary	$305,000	$264,457
Percent of Budget for Teacher Salaries	41.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
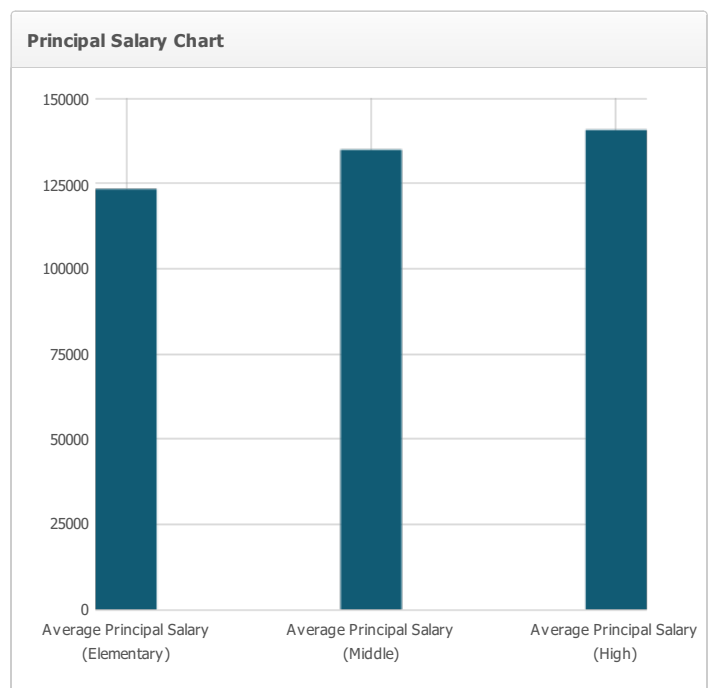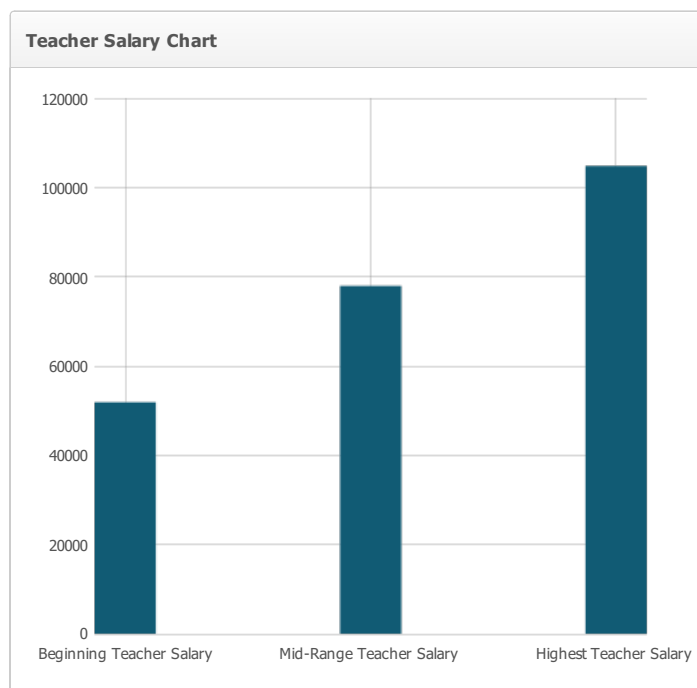
Last updated: 1/25/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	3	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	3	N/A
All Courses	13	12.2%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/10/2018

Professional Development

This section provides information on the Board-approved professional development plan for the school for the 2017-18 school year. Each year the Board approves an updated plan. All teachers have approximately 20 days each school year for professional development and training. In addition, Professional Learning Communities actively meet throughout the school year during time set aside for this important professional development activity which supports student learning through data analysis and professional collaboration.

Below are some of the details from the professional development plan approved by the Board of Directors in August of 2017

Training/Professional Learning Elements - The following training and professional learning programs are provided to Connections Academy teachers:

1. Teacher Orientation Courses

Teacher Orientation Course: Foundations of Instruction - All new teachers complete a self-guided, Connections Education-developed teacher orientation course. This course is delivered through Connexus and contains lessons, interactive practice activities, assessments, and online tutorials. This course covers "the basics" teachers need to know to effectively do their job, including guidance on how to establish a
relationship with students, personalize instruction, effectively grade and provide meaningful feedback, monitor progress, and use our multitiered instructional model . Upon successful completion of this course and its assessments, teachers are ready to begin. Teachers must complete this course within their first 30 days of employment with an overall score of 80% or higher.

Returning Staff Updates - This course is designed for teachers who are returning to Connections Academy and have already completed the Teacher Orientation Course. The returning staff update includes information about procedures, Connexus features, and instructional programs that are new or updated for the current school year. A link to the Teacher Orientation Course is included in the returning staff update for reference. To ensure they are aware of changes from the prior school year, returning teachers must complete an assessment with an overall score of 80% or higher during the first 30 days of the school year.

2. Connections Academy Professional Learning Series

Research on effective professional development tells us that professional development should be intensive, ongoing, and connected to practice. We are not effective when we provide stand-alone professional development workshops. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. Connections Academy provides teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year.

Connections Academy provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our core standards for facilitating student learning, align to the school year cycle, and are driven by our belief that all students can and must learn. Each series is:

- Intensive – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.

- Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the "big picture" of effect

- Connected to practice – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

The Professional Learning (PL) 100 series supports new, school-based staff at our established schools as they become effective facilitators of online and blended instruction. The Professional Learning 100 series focuses on making data-driven instructional decisions, identifying risk factors that may require more intensive instructional interventions, monitoring student performance based on data available at different points in the school year, and providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning. Emphasis is placed on the "instructional shifts" that are required to support the level of rigor demanded by the updated standards, and next generation assessments, as well as to prepare students for college and career success in our globally competitive world. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The Professional Learning (PL) 200 series is designed for school-based staff who have completed the Professional Learning 100 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multitiered intervention, and the role of mastery and transfer. PL 200 sessions are designed to engage teachers in thinking more critically about the topics presented during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The Professional Learning (PL) 300 series supports school-based staff who have completed the Professional Learning 100 and 200 series in becoming effective facilitators of online and blended instruction. The focus in PL 300 is applying instructional strategies through the content areas as teachers meet in content-area groups to discuss the learning sciences, personalized instruction, preparing students for college and careers, next generation assessments, and instructional shifts across the curriculum. Thoughtful engagement in content specific discussions and activities will contribute to successful application of teaching concepts and instructional strategies. Participants are required to complete three required sessions and two of the four 300+ optional sessions offered throughout the series.

Math: We've Got This! Professional Learning Series
Math: We've Got This! is designed for new and returning math teachers. During this seven-session professional learning series, participants focus on supporting students in developing mathematical mindsets, and exploring research-based instructional strategies designed to promote discourse, develop number sense, and deepen conceptual understanding. A variety of strategies for teaching specific math concepts virtually are modeled and practiced. Teachers may choose to participate in this series as the sole focus of their professional growth or in addition to the PL 100, PL 200, or PL 300 series.

Optional Professional Learning Sessions and Series

- STEM Support: Multi-Part Series

- STEM Support: Standalone Sessions

- Exceptional Student Support: Multi-Part Series

- Advancing Your Instructional Practices: Stand-Alone Sessions

3. University Online Instruction Courses

Connections Education has established relationships with faculty members at American Public University to provide teachers with courses specifically designed to focus on online instructional practices. Connections Education offers up to $5,250 per year per teacher per teacher in tuition reimbursement to support continuing education. Some restrictions apply including enrollment in an accredited program or degree path as well as successful completion of the course(s).

4. Connections Academy Leadership Academy

Connections Academy cultivates internal leadership candidates through a series of meetings that focus on administrative, policy, and operational issues. Candidates who have an interest in future leadership opportunities are selected through an application process. This forum promotes critical thinking in the areas of educational research, administrative practice, and supervisory proficiency as they relate to virtual school leadership. Participants will also be expected to complete a year-long action research project at their school and report on the results at the final meeting of the Leadership Academy.

5. Teacher Central

New for the 2017-2018 school year, Teacher Central is a website that is easy to navigate and serves as a one-stop shop for teachers and staff to find guidance on instructional practices, professional learning, and training resources. Each section contains links to resources to support teacher effectiveness, best practices, and tools designed to personalize the learning experience for students. The Teacher Central website supports school-based staff with a variety of recorded tutorials, presentations, guides, and links to resources in 10 key categories:

- Connexus Tools

- Curriculum and Course Support

- Data & Reports

- Enrollment, Placement, and Withdrawal

- Family Engagement

- Multitiered Instructional Support

- Professional Learning and Collaboration

- School Year Cycle

- Teacher Protocols, Policies, and Best Practice

- Live Lesson Sessions

Training and Professional Learning Delivery Models

Connections Academy uses several modes to deliver training and professional learning:

In-Person Training: Recognizing the tenets of effective professional development established by the National Staff Development Council (NSDC), interpersonal connections increase the impact of training for adult learners. Connections Academy's Academic Training and Support Services team facilitates face-to-face training by school request. This can help establish rapport and promote collegial learning communities that are continued throughout the year via remote interactions.

"Train-the-Trainer": Each school selects at least one teacher to serve as a Training Representative to work with members of the Academic Training and Support Services team throughout the year. Training Representatives stay current on and then train teachers at their school on school-year cycle tasks, Connexus updates, and changes to processes. To assist them in this role, Training Representatives are given access to training materials they can customize, such as PowerPoint trainings, one-page guides, and activities to reinforce learning.

Synchronous Web-Based Training: In line with our commitment to use cutting-edge technology to promote learning for students, Connections Academy also implements this model for teacher training and professional learning. Real-time trainings and professional learning sessions conducted virtually, along with recorded trainings are offered throughout the year on a variety of school-specific and system-wide initiatives. Schools can request additional, school-specific sessions at any time.

Connections uses Adobe Connect (LiveLesson sessions) to hold online meetings with teachers to demonstrate new Connexus functionality, present and model best practices in online teaching, and showcase available resources and tools for online teaching and learning. The technology also allows sessions to be recorded so that teachers can play them back at any time, providing teachers continuous access to pertinent information.

Last updated: 1/10/2018

Hello School Board,

I was looking at the memo and felt obliged to comment. **We all value Pacific School because of the unique experiential learning programs like FoodLab that are offered. But these programs are not fully funded by the school's budget. You (parents, alumni, and local community members) make up the difference between state funding and the actual cost of a Pacific School education.**

FoodLab needs your help to survive. Without the funds raised at Farm to Table and this direct appeal, the program will struggle to continue, and we can't let that happen. Thank you for being as generous as you can to our beloved and exceptional FoodLab Program at Pacific School!

I asked around if there was a problem with funding for our FoodLab program if in fact we were in financial hardship. As far as I know this is not true. I was told that the comment about FoodLab was generated by the School Board. I am concerned that this is the view shared by the school board. I was not informed as a parent, President of the Parents' Club, or as a Friend of FoodLab that we had this challenge. I am concerned about this messaging to the school community. For a variety of reasons which are:

   -This is not a true fact based upon participation, community buy-in , generous donations, grants obtained by our grants   commmittee, Farm to Table event, no previous discussions from Administration

   -The salaried position for Violy is a position which is funded by the Farm to Table (you all know how many parents put in   a huge effort to make this happen) and historically FoodLab existed without this position although we need her for sure.

   -This message is an insult to those who make it happen and those whom have created this program to begin with.

   -Was this message put out with Emelia's consent?

I hope that in the future that the school community will be asked to collaborate on solutions as they arise. And that the message is postitive and NOT written as a doomsday scenario. Also that the people who are stakeholders in this program are consulted with before a message is put out there.

Sincerely,

Caitlin Phillips
Parents' Club Co-President

Dear School Board,
One more thing- this is also incorrect:

Payment Options:

- **Please make checks payable to Pacific School Foundation. Write FoodLab in the Memo line to support the FoodLab Program directly.**
- **Send your check to Pacific Elementary School, P.O. Box H, Davenport, CA 95017**
- **Bring your check to the school office.**
- **Use your online banking to schedule an ongoing monthly donation or to send a one-time donation.**
- **Visit www.pacificesd.org and click "Donate Now!" to pay online.**

THANK YOU IN ADVANCE FOR YOU GENEROSITY AND SUPPORT!

As of now the checks for FoodLab are made out to **PACIFIC ELEMENTARY SCHOOL** and not to the Pacific School Foundation. This error is confusing to our Treasurer.

Sincerely,
Caitlin Phillips
Parents' Club President

Connections Academy

Industry	education management organization
Founded	2001; 17 years ago
Founder	Barbara Dreyer
Headquarters	1001 Fleet Street, 5th Floor, Baltimore, Maryland
Parent	Pearson Education
Website	connectionsacademy.com

Connections Academy provides online school products and services to virtual schools for grades K-12, including full-time online schools bearing the "Connections Academy" name across the country. It is based in Columbia, Maryland[1] and is part of Pearson's Online & Blended Learning K-12 group. It supports public online schools for grades K-12 across the United States. A private online school, International Connections Academy,[2] is also available to students who live abroad. Online schools are an alternative to traditional public schools.[3] Similar to charter schools, they are subsidized by the state. Although they contract with many non-profit schools, they are not a non-profit organization.[4]

History[edit]

In the spring of 2001, Sylvan Ventures started a separate business unit to create a virtual school program with its first virtual schools beginning in Wisconsin and Colorado.[5] The company first began providing online school services to two schools in the fall of 2002. In September 2004, Connections Academy was sold to an investor group led by Apollo Management, L.P. The company now operates public schools under management contracts from charter schools or school districts.

A new corporate entity called Connections Education was established in early 2011.[6] In this same year, on September 15, 2011, Pearson, an international learning company, acquired Connections Education for in excess of $400 million.[7]

Connections Education consists of two education-focused divisions including Connections Academy and Pearson Online & Blended Learning that serves educational institutions and other organizations with online learning solutions.

Goals 2018-19
Eric Gross
Superintendent/Principal

1. **Lead curricular focus on science instruction**
   a. <u>Professional Development</u>: Participate in Bay Sci project via all District Leadership Seminars (5 days), Planning Meetings (4 days), Technical Assistance Meetings (2 days), & FOSS Training in order to implement NGSS-aligned instruction by 6/6/19.
   b. <u>Curriculum</u>: Purchase NGSS-aligned instructional materials by 1/1/19.
   c. <u>Instruction</u>: Guide both Science Lead Teachers and Curriculum, Instruction, & Assessment Committee in monthly meetings in order to implement NGSS-aligned instruction by 6/6//19.
2. **Multi-Tiered Systems of Support**
   a. Response to Intervention
      i. <u>Academic</u>: Implement targeted learning supports for students both with and without IEPs who struggle with academic subjects (RSP tutoring, Speech tutoring, ELD tutoring) by the end of the first grading period (11/2/18).
      ii. <u>Behavioral</u>: Implement targeted behavioral supports for students who struggle to consistently exhibit expected behavior (based on data analysis) by the end of the first grading period (11/2/18).
      iii. <u>Health</u>: Connect families with appropriate community organizations when data analysis or other information indicates a particular physical or mental health issue, as needed.
3. **Supervision of Staff**
   a. <u>Safety</u>: 90% of staff will complete 100% of safety training videos and monthly safety meetings.
   b. <u>Training</u>: Arrange for professional development opportunities &/or on-the-job training for staff, as needed.
   c. <u>Evaluation</u>: Complete at least one formal observation as part of an overall written evaluation of each staff member by 6/6/19.
4. **Communication**
   a. <u>Staff Meetings</u>: Provide appropriate venues for all staff to communicate relevant information, as needed.
   b. <u>Pacific Page</u>: Send weekly bulletin to all staff, including appreciations
   c. <u>Check-ins</u>: Speak with each staff member individually at least monthly, about their job, concerns, and needs.
5. **Manage Physical Plant**
   a. <u>Inspections</u>: Complete required inspections according to schedule (FIT, Safety, Rooms, playground, fire, lockdown).
   b. <u>Repairs</u>: Maintain at least an 80% completion rate of needed repairs.

  c. <u>Special Projects</u>: Complete the following special projects by 6/6/18
    i. Lawn
    ii. Air pollution monitoring area
    iii. Shed
    iv. Orchard (Ocean Guardian grant)
6. **Development**:
  a. <u>Donations</u>: Proactively solicit donations apart from Parents Club on an on-going basis
  b. <u>Grants</u>: Seek grants on on-going basis

SMART Goals = Specific, Measureable, Actionable, Relevant, Time-bound

Michael C. Watkins, Superintendent • 400 Encinal Street, Santa Cruz, CA 95060 • 831-466-5600 • FAX 831-466-5607 • www.santacruzcoe.org

MEMORANDUM OF UNDERSTANDING

BETWEEN THE BONNY DOON ELEMENTARY SCHOOL DISTRICT, HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT, LIVE OAK ELEMENTARY SCHOOL DISTRICT, MOUNTAIN ELEMENTARY SCHOOL DISTRICT, PACIFIC ELEMENTARY SCHOOL DISTRICT, SCOTTS VALLEY UNIFIED SCHOOL DISTRICT, SOQUEL ELEMENTARY SCHOOL DISTRICT, SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT, SANTA CRUZ CITY SCHOOLS, PAJARO VALLEY UNIFIED SCHOOL DISTRICT, PACIFIC COLLEGIATE AND THE SANTA CRUZ COUNTY OFFICE OF EDUCATION FOR THE PROVISION OF A COMPREHENSIVE FINANCIAL AND HUMAN RESOURCES MANAGEMENT SYSTEM

Background

For many years the SANTA CRUZ COUNTY OFFICE OF EDUCATION (SCCOE) and all ten Santa Cruz County School Districts (Districts) have used software developed by Digital Schools. The SCCOE hosts and operates the system for the SCCOE, PCS and all ten districts.

In early 2018 SCCOE and the Districts agreed to collectively research possible alternative software systems. An RFP was issued in July 2018, proposals were evaluated, visits were scheduled for viewing of the systems with current user sites and four days were scheduled with vendor reviews. In September 2018 the School Districts and the SCCOE selected Escape Technology as the vendor offering the best overall product quality and performance.

The purpose of this Memorandum of Understanding (MOU) is to establish and document the method by which SCCOE and the Districts will share the costs and responsibilities of implementing, operating, and supporting the Escape System.

Provisions

1. SCCOE will enter into contract with Escape Technology on behalf of the SCCOE and the Districts for the implementation, licensing and support of the Escape Online 5 product. The term of the contract shall be <u>five</u> years extending through the end of the 2022-2023 fiscal year. The contract has the option to auto-renew on the same terms and subject to the same rates.   The SCCOE and the Districts agree to utilize the county-wide implementation of Escape Online 5 as managed by the SCCOE, for the duration of the contract and renew under the renewal option unless the SCCOE and the Districts mutually agree to switch to another product at the renewal timeframe or to alter or terminate this MOU. The Districts agree to be bound by the terms of SCCOE's contract with Escape as they pertain to the roles and responsibilities of users of Escape Online 5.

2. The SCCOE shall provide Tier I support to the Districts for Escape Online 5. The SCCOE support staff will refer higher tier support requests to the Escape Technology staff as needed.

3. The SCCOE agrees to pay on behalf of all districts $500,000 which includes the full one-time projected implementation costs as specified in Escape proposal estimated at $355,178 including hardware estimated at $34,428 and $144,822 toward the Initial licensing cost.

4. On behalf of the districts the SCCOE was able to negotiate a credit of $50,000 toward the Human Resource Authorization (HRA) tools for automated approval processing with position control.

5. The SCCOE shall appoint a county-wide Implementation Manager to coordinate all implementation activities. The SCCOE and each of the Districts all agree to fully cooperate in the implementation of Escape Online 5. Districts agree to appoint a designated staff person to act as the district Project Manager. The SCCOE shall assume the County-wide Implementation management responsibilities for Mountain Elementary, Happy Valley Elementary, Bonny Doon Elementary and Pacific Elementary. The SCCOE and each District all agree to review all Escape implementation communications, plans, and calendars and to identify scheduling conflicts in a timely manner. Each District will make the necessary staff available for all required implementation activities. Districts acknowledge that Escape will bill $250/person/hour and ($400/person/day for travel costs) and travel and lodging expenses (where required) during implementation for additional Escape staff time needed. If District staff scheduled for an implementation activity do not attend as scheduled, Escape will bill $2,000 per day, billed in one-half day increments, for up to ten people, to attend training performed at SCCOE or District premises. Each District agrees that they will pay, in full, any extra implementation costs beyond those covered in Item 3 above, that are incurred because the District failed to make the requisite staff or other resources available for implementation activities. In addition, all districts agree to be bound by the overall agreement criteria established in the Software Service Agreement made between the SCCOE and Escape Technology on behalf of the districts and the SCCOE.

6. Upon signing of the Master contract with Escape, the SCCOE and the Districts agree to split the costs of the Escape Online 5 licensing fees according to W2's. The chart below illustrates the initial estimated costs by district:

	W2's	Escape Yr 1	Escape Yr 2	Escape Yr 3	Escape Yr 4	Escape Yr 5	5 Year Total
Annual User License	2017	547,192	729,589	758,773	789,123	820,688	3,645,365
COE Contribution deduct from Annual Licence Fee		144,822					144,822
Bonny Doon	47	2,052	3,721	3,870	4,025	4,186	17,853
Happy Valley	49	2,133	3,867	4,021	4,182	4,350	18,553
Live Oak Elementary & Charter	630	27,643	50,123	52,128	54,213	56,381	240,487
Mountain	34	1,489	2,699	2,807	2,920	3,037	12,952
Pacific	69	3,018	5,472	5,691	5,918	6,155	26,254
Scotts Valley	542	23,780	43,119	44,843	46,637	48,503	206,882
Soquel	513	22,533	40,857	42,491	44,191	45,959	196,030
San Lorenzo Valley & Charter	574	25,188	45,672	47,499	49,399	51,375	219,134
Santa Cruz City Schools & Charter	1743	76,491	138,695	144,243	150,012	156,013	665,453
* Pajaro Valley	3980	174,669	316,715	329,383	342,558	356,261	1,519,586
COE	838	36,817	66,757	69,428	72,205	75,093	320,300
COE Contribution to annual		144,822					144,822
COE Contribution to Impl		355,178					355,178
Total COE first year		536,817					536,817
Pacific Collegiate Charter	149	6,559	11,892	12,368	12,863	13,377	57,059
Total	9168	902,370	729,589	758,773	789,123	820,688	4,000,543
Total 1st year with COE Contribution.		402,370	729,589	758,773	789,123	820,688	3,500,543

Escape will bill the SCCOE for licensing fees on an annual basis; cost is initially based on W2's employed by SCCOE and the Districts combined with an annual increase of 4% per year. The full payment will be due in July. The SCCOE will process the transfers for payment from the districts from the account identified by the district in July of each year.

The payment for the first year of implementation will be due upon signing the contract. The COE will pay the initial invoice and invoice each district for their first year cost in October 2018.

7. Districts acknowledge that the SCCOE has entered into the agreement with Escape Technology based on mutual agreement with the districts to proceed with the implementation. And Districts agree to abide by the agreements set out in the Master Agreement including all Exhibits.

Conclusion

The term of this MOU is expected to be from October 1, 2018 through June 30, 2023 (5 years) which coincides with the Master agreement between the SCCOE and Escape. The terms and implementation of this MOU may be reviewed annually by SCCOE and the Districts. The terms and conditions of this MOU may be changed at any time by mutual agreement of SCCOE and the ten Districts but the terms and conditions of the Master Agreement between ESCAPE and the SCCOE must always be met by the districts in the County. Any changes in this agreement will be documented in a formal amendment to it, or by a revised agreement signed by an authorized signatory of SCCOE and each of the Districts.

SCCOE will give Digital Schools (DS) notice as of October 1, 2018. Notice per contract must be twelve (12) months prior to termination. The full fee for the 12 months will be due upon termination. The SCCOE will pay the fee up front and bill the districts quarterly (as is normal for DS) over the next twelve month period.

These terms and conditions stated above are hereby agreed upon by the undersigned.

_____   _____
Superintendent or Designee/Date   Superintendent or Designee/ Date
Bonny Doon Union Elementary District   Pajaro Valley Unified School District

_____   _____
Superintendent or Designee/Date   Superintendent or Designee/Date
Happy Valley Elementary School District San Lorenzo Valley Unified School District

_____   _____
Superintendent or Designee/Date   Superintendent or Designee/Date
Live Oak Elementary School District   Santa Cruz City Schools

_____   _____
Superintendent or Designee/Date   Superintendent or Designee /Date
Mountain Elementary School District   Scotts Valley Unified School District

Escape Technology MOU
October 2018

_____   _____
Superintendent or Designee/Date   Superintendent or Designee /Date
Pacific Elementary School District   Soquel Elementary School District

_____
Superintendent or Designee/Date
Santa Cruz County Office of Education

School Grading Report Card 2017   Certified

Final Grade 2017

F *

Overall Score 36.89

NM Connections Academy

District: State Charter

Grade Range: 4 -12   Code: 554001

C - State benchmark established in 2012

	Possible Points	This School Earned

Current Standing

Are students performing on grade level? Did they improve more or less than expected?

C

30 — 4.93
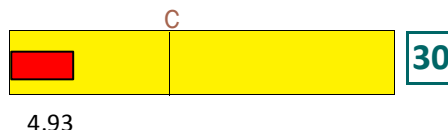
F

School Improvement

Is the school as a whole making academic progress?

C

10 — 1.53
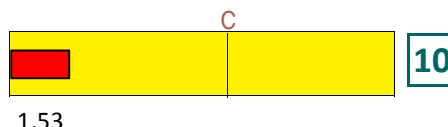
F

Improvement of Higher-Performing Students

Are higher-performing students improving more or less than expected?

C

10 — 2.73
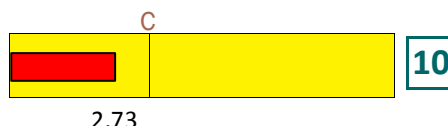
D

Improvement of Lowest-Performing Students

Are the lowest-performing students improving more or less than expected?

C

10 — 2.62
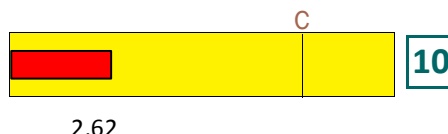
F

Opportunity to Learn

Do students and families believe their school is a good place to attend and learn?

C

8 — 2.69
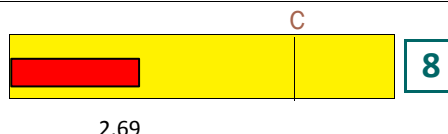
NA

Attendance only

Graduation

Are students graduating high school, and is the graduation rate improving?

C

17 — 7.17
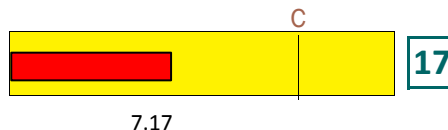
F

College and Career Readiness

Are students participating in college and career readiness opportunities? Are they demonstrating success?

C

15 — 10.05
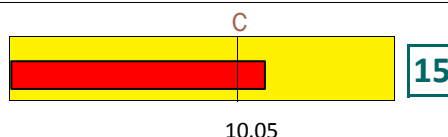
B

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+   3.50

This School's History

Overall Score

100, 75, 50, 25, 0

C (2014), B (2015), F (2016), F (2017)
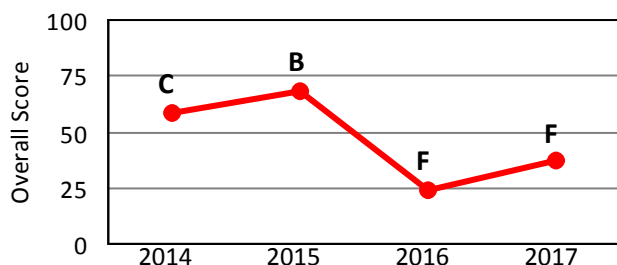
Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at http://ped.state.nm.us/SchoolGrading.

*This school's grade was reduced by one letter because it failed to test 95% of eligible students.

This school did not give the OTL survey. Overall points were adjusted accordingly.

High Schools
75.0 to 100.0   A
65.0 to 74.9   B
50.0 to 64.9   C
35.0 to 49.9   D
0.0 to 34.9   F

High schools earn a final grade based on these ranges, which were set in 2012.

Tests

School Grading draws on student performance from these state assessments:

			Grades
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
SBA	Standards Based Assessment - Spanish	Reading	3-11
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
IStation	IStation (beginning 2017)	Early Literacy	KN-2

Details of Each Grade Indicator

Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading	Proficient (%)	18	22	12	22	13	15	32	8	12	11	≤ 5
	Points Proficiency	1.75										
	Points Student Growth	0.53										
Math	Proficient (%)	11	10	12	15	≤ 10	7	26	11	8	10	≤ 5
	Points Proficiency	1.07										
	Points Student Growth	1.58										

	2015	2016	2017
Math	15	13	11
Reading	39	23	18
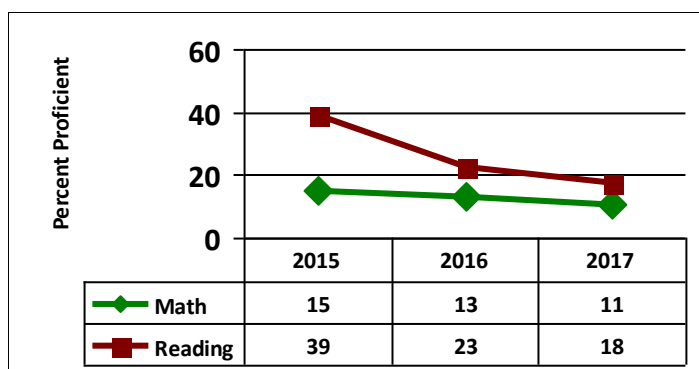
Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

School Improvement	School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.										

	Reading	Math	
Growth Index	-1.38	-0.76	Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.
Points	0.42	1.11	

Student Growth

Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

Above Zero — This group performed higher than expected.

Near Zero — This group performed as expected based on their academic history.

Below Zero — This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing	-0.89	-0.23	-0.35	-0.22	-0.09	-0.36	0.40	-0.35	-0.33	-0.45	-0.34
Points	0.94										
Lowest-Performing	-1.04	-0.22	-0.31	-0.40	-	-0.16	-	-0.28	-0.24	-0.37	-0.14
Points	0.75										
Math Growth											
Higher-Performing	-0.36	-0.01	-0.06	-0.04	-0.03	-0.03	0.27	-0.14	-0.08	-0.27	-0.14
Points	1.79										
Lowest-Performing	-0.32	-0.11	-0.11	-0.14	-0.18	-0.07	-	-0.08	-0.05	-0.12	-0.02
Points	1.87										

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected

Reading

Lowest-Performing: 1.13 (2015), -1.15 (2016), -1.04 (2017)
Higher-Performing: 0.69 (2015), -1.07 (2016), -0.89 (2017)

Math

Lowest-Performing: 0.1 (2015), -0.74 (2016), -0.32 (2017)
Higher-Performing: 2.1 (2015), -0.89 (2016), -0.36 (2017)
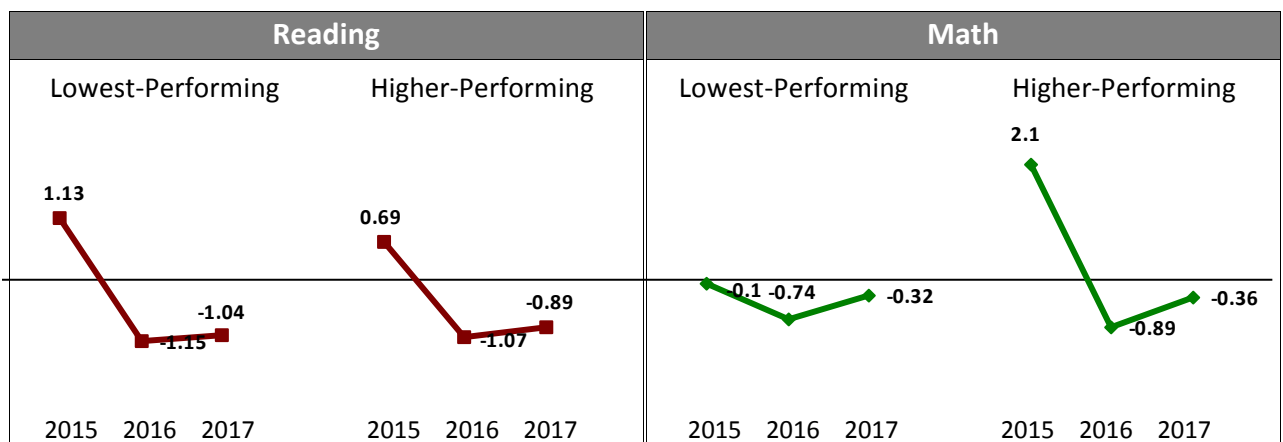
Opportunity to Learn

Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	85	85	86	88	90	83	95	80	84	86	79
Points	2.69										

Surveys

Score (Average)	NA
Points	NA
Number of Surveys	NA

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

Graduation

Students are expected to graduate in four years. Each year the school is expected to increase the number of on-time graduates.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2016 - 4-Year Rates											
Graduation (%)	48	53	39	51	40	46	-	29	18	34	56
Points	3.81										
Cohort of 2015 - 5-Year Rates											
Graduation (%)	53	61	43	67	-	39	-	48	57	31	42
Points	1.60										
Cohort of 2014 - 6-Year Rates											
Graduation (%)	67	80	42	66	-	62	-	≥98	46	10	43
Points	1.35										

Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index	-1.27
Points	.41

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program:
1) College entrance exams (Accuplacer, ACT, ACT Aspire, Compass, PLAN, PSAT, SAT, or SAT Subject Test)
2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
3) Eligibility for an industry-recognized certification (Career Technical Education)

Points are given separately for students' participation and for their success in achieving targets.

Legend:
- 50% or Higher
- 20% -50%
- Below 20%

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	43	43	43	38	60	48	-	42	24	19	52
Participation Points	2.15										
Success (% of Participants)	79	85	70	89	<2	77	-	73	85	96	64
Success Points	7.90										

Percentage of School's Cohort of 2016 Participating in Each CCR Opportunity

	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
AccuPlacer	<2	<2	<2	<2	<2	2	-	<2	<2	3	2
ACT	9	9	9	6	40	12	-	5	<2	<2	<2
ACT ASPIRE	<2	<2	<2	<2	<2	<2	-	<2	<2	<2	<2
Advanced Placement	<2	<2	<2	<2	<2	<2	-	<2	<2	<2	<2
Career Technical Education	13	13	13	15	<2	12	-	6	4	5	26
Compass	<2	<2	<2	<2	<2	<2	-	<2	<2	<2	<2
Dual Credit	11	11	11	11	<2	11	-	16	12	10	2
International Baccalaureate	<2	<2	<2	<2	<2	<2	-	<2	<2	<2	<2
PLAN	12	12	12	10	<2	17	-	<2	9	3	13
PSAT	11	12	11	13	20	10	-	9	5	<2	5
SAM School Supplemental	2	2	3	2	<2	2	-	12	4	<2	<2
SAT	4	4	2	3	<2	4	-	<2	<2	<2	15
SAT Subject Test	<2	<2	<2	<2	<2	<2	-	<2	<2	<2	<2

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- ☐ Student and Parent Engagement
- ☐ Extracurricular Activities
- ☐ Truancy Improvement
- ☑ Using Technology

Participation

All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%)	88
Math (%)	88

Additional Information

This shows how this school compares with other high schools in the state that have similar student demographic characteristics.

Rank Among Similar Schools

Current Standing	
School Growth	
Growth, Higher-Performing Students	
Growth, Lowest-Performing Students	
Opportunity to Learn	
Graduation	
College and Career Readiness	

Ranks Lower   Ranks Higher

This school was compared to 9 similar schools.
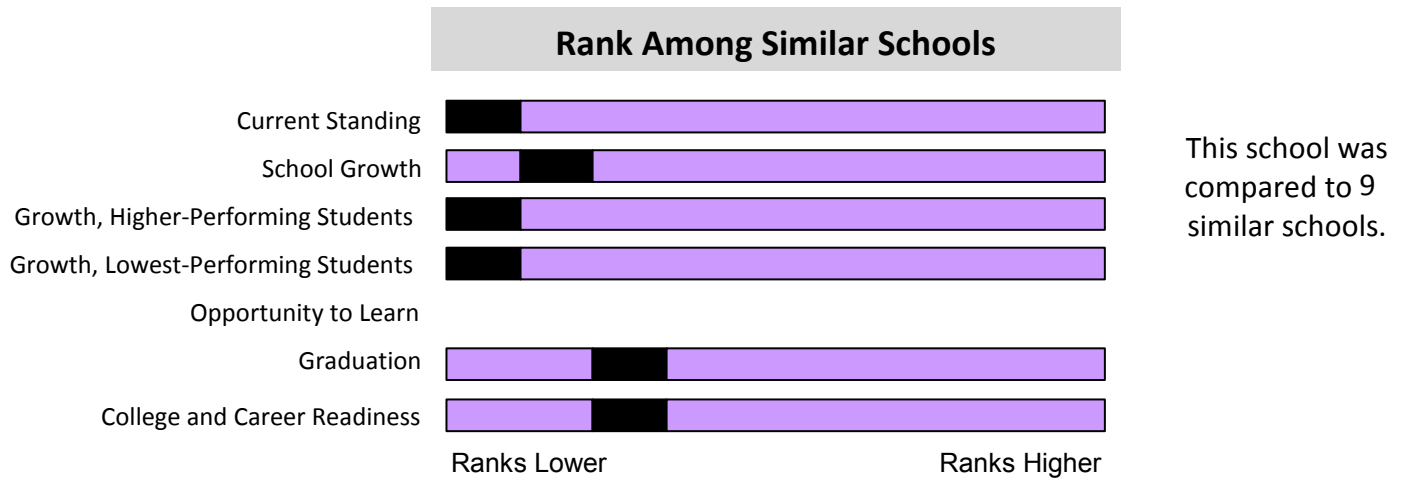
A listing of these schools is posted at http://ped.state.nm.us/SchoolGrading/SimilarSchools.

School History Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficiency	2017 (%)	18	22	12	22	13	15	32	8	12	11	≤5
	2016 (%)	23	30	14	29	10	18	31	19	-	6	9
	2015 (%)	39	48	29	42	40	37	-	29	32	13	21
Math Proficiency	2017 (%)	11	10	12	15	≤10	7	26	11	8	10	≤5
	2016 (%)	13	13	13	17	3	10	23	14	-	6	9
	2015 (%)	15	17	13	19	25	11	-	13	10	6	5

Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at http://ped.state.nm.us/SchoolGradingTechnicalGuide. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.

COUNTY OF SANTA CRUZ

AFFIDAVIT AND RECORD OF DEPOSIT

Set (Batch) ID | HV12101018I

ACTTC Deposit No.

I hereby swear, under penalty of perjury, that the amount due the treasury of said county for moneys collected by: **Pacific Elementary School District**

is the sum of ___Seventy Thousand One Hundered Nintey Eight and 59/100___ **dollars**

$ 70,198.59 in settlement of the following accounts to and including the data below:

Subscribed this ___Donnerstag, 11. Oktober 2018___   Hillary Redding, 425-7002

PREPARED BY, EXT

Eric Gross, Principal/Superintendent   Elizabeth Andrews, 425-7002

HEAD OF DEPARTMENT - NAME & TITLE   by: DEPARTMENTAL APPROVAL

Total Wire Deposit	
Total Cash	1,198.30
Total Checks	69,000.29
Total Deposit $	70,198.59

Sum of Lines Below $	70,198.59

Line	GL Key	GL Obj	JL Key	JL Obj	Description	Amount
1	640501	40894			General	57,872.46
2	640502	40894			Preschool	8,827.00
3	640504	40894			Cafeteria	3,499.13
4						
5						
6						
7						
8						
9						
10						
11						
12						

COUNTY OF SANTA CRUZ

AFFIDAVIT AND RECORD OF DEPOSIT

Line	GL Key	GL Obj	JL Key	JL Obj	Description	Amount
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						

COUNTY OF SANTA CRUZ

AFFIDAVIT AND RECORD OF DEPOSIT

Set (Batch) ID

ACTTC Deposit No.

Line	GL Key	GL Obj	JL Key	JL Obj	Description	Amount
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						
50						

CR	C99999		GL	640501	40894		T	GEN
CR	C99999		GL	640502	40894		T	GEN
CR	C99999		GL	640504	40894		T	GEN

Please do not modify this sheet. It will automatically form

Please delete all blank rows that appear below the last row
can find it later. Name the file a unique name.

To upload to One Solution, go to Accounts Receivable File
you check the box that says "Are you using a delimited file

Assign your AR/CR set a name so you can find it after it's u
Your initials (3 characters) + Your Department (2 digits) + d
Example: Mackensie Clara Lundeen, Dept 66, February 2n

HV12101018I	GENERAL	20181011
HV12101018I	PRESCHOOL	20181011
HV12101018I	CAFETERIA	20181011

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...e?" The file delimiter should be set to 01 - Comma Delimited.

...ploaded and then click Submit. Naming convention for set:
...date (mmddyy) +Suffix (if our prepare more than affidavit in a day; A, B, C...)
...nd, 2015 = MCL66020215

1	57872.46	99	C1	NB	N
1	8827.00	99	C1	NB	N
1	3499.13	99	C1	NB	N

INT-TR-TYPE Transaction Type char(2) "AR" or "CR"	INT-ACCT-ID AR Account ID char(12)	INT-ACCTNAME Account Name char(30)	INT-GL-GR Ledger Code char(2) Set to User GL Code if blank	INT-GL-KEY Org Key * char(10)	INT-GL-OBJ Object Code * char(8)	INT-JL-GR Job Ledger Code char(2)	INT-JL-KEY Job Key * char(10)	INT-JL-OBJ Job Object * char(8)

Headers for Upload - Informationa

INT-WO Work Order char(12)	INT-TERM Term * char(8)	INT-DIV Division * char(4)	INT-REF Invoice Number char(8) Only Required for "AR" types	INT-REF2 Receipt Number char(10) Only Required for "CR" types	INT-DESC Description * char(30)	INT-REF-DT Reference Date char(8) Set to CURRENT-DATE if blank;Format: YYYYMMDD	INT-FIN-CD Finance Code * * * char(8)	INT-MISC-CD Miscellaneous Code * char(4)

I only

INT-QTY Quantity char(8) Set to "1" if blank; Up to five decimals precision	INT-UNITPRICE Unit Price * char(12) Up to five decimals precision	INT-PAY-TYPE Payment Type char(2)	INT-PAY-REF Payment Reference char(10)	INT-BANK-ID Bank ID * char(2) Derived (GLUTSPCK) if left blank	INT-BANK-SLIP Bank Slip char(10)	INT-BANK-DT Bank Date char(8) Format: YYYYMMDD	INT-ADDR-CD Address Code char(2)	INT-PEDB-CD PEDB Code char(2) Set to "P" if blank and ID is not blank

INT-TRN-FMT Transaction Format char(2) Set to "NB" if blank	INT-HIT-AR Hit AR * char(1) Set to "N" if not equal to "Y"

BOARD OF EDUCATION
Ms. Jane Royer Barr
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
Mr. Dana M. Sales
Mr. Abel Sanchez
Mr. Bruce Van Allen

Santa Cruz County
Office of Education

September 14, 2018

Gwyan Rhabyt
President, Governing Board
Pacific Elementary School District
456 Swanton Road
Davenport, CA 95017

Re: 2018-19 Budget and LCAP Approval and Comments

Dear Mr. Rhabyt:

In accordance with Education Code Sections 52070 and 42127, the Santa Cruz County Office of Education has reviewed the Local Control Accountability Plan (LCAP) and adopted budget of the Pacific Elementary School District for fiscal year 2018-19.

Education Code requires the County Superintendent of Schools to approve the LCAP or annual update for each school district after determining all of the following:

- The plan adheres to the template adopted by the State Board of Education;

- The budget includes sufficient expenditures to implement the actions and strategies included in the plan, based on the projected costs included in the plan; and

- The LCAP adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated students pursuant to Sections 42238.02 and 42238.03.

Education Code requires the County Superintendent to approve, conditionally approve, or disapprove the final adopted budget for each school district after doing the following:

- Examine the adopted budget to determine whether it complies with the standards and criteria established pursuant to Section 33127 and identify any technical corrections needed to bring the budget into compliance with those standards and criteria;

- Determine whether the adopted budget will allow the district to meet its financial obligations during the current fiscal year and is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments;

- Determine whether the adopted budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

Your district's 2018-19 Adopted Budget and LCAP have been analyzed in the context of the guidance provided by the California County Superintendents Educational Services Association (CCSESA) and the California Department of Education (CDE).

Based on our analysis, the district's Budget and LCAP for the 2018-19 fiscal year have been approved by the Santa Cruz County Superintendent of Schools.

We would like to bring to the board's attention specific budget items noted in the attached documents and below along with comments on the LCAP.

As the implementation of LCFF evolves, the district should continue to share information with its stakeholders about the funding formula and its impact on the district's budget, the budget development process and the expectations for the LCAP.

Governor Brown signed the Budget Act for fiscal year 2018-19 on June 27, 2018. That Budget provides increased funding for schools, primarily in the form of $3.7 billion to fully implement LCFF. Additionally, the Budget provides over $1 billion in discretionary one-time money for mandated costs equal to $184/ADA. Other areas of school funding delivered in this budget are: a COLA on Special Education, Child Care and State Preschool, a new grant offering for Career Technical Education and Classified School Employees Professional Development.

Education Code Section 42127(i)(4) requires the district to review, and if necessary, revise its budget within 45 days of the Governor signing the annual Budget Act. Due to the changes in the Governor's budget, and the decisions made by districts on the budgeting of one-time funds, in some cases revisions were not immediately required and may be completed at 1st Interim. Any budget revisions the district was required to identify as being a result of the Governor's budget would have been made available for public review by August 11, 2018.

Assembly Bill (AB) 2756 requires school districts to submit copies of any study or reports that indicate signs or symptoms of fiscal distress to the county office of education. Should the district acquire any such reports or studies during the fiscal year, please submit them to the County Office to the attention of Mary Hart, as soon as they are available.

Comments regarding the LCAP are listed below:

We would like to commend you on the following aspects of your plan:

- Focus on School Climate with actions including tracking health related office visits, SARB implementation, and Climate & Culture Committee.

- Continued offering of programs that provide a well-rounded education to Pacific students such as Foodlab, Lifelab, music, arts, drama, etc. which makes Pacific a desirable school for families.

In keeping with the goal of your LCAP as a coherent plan focusing on student achievement and closing the achievement gap, we have provided the following suggestions during our review and approval process to enhance continuous improvement in your district:

- Update your LCAP with the current data for 18-19; an example would be using the spring administration of CAASPP as the lag metric for your analysis in your Annual Update for your 2018-19 LCAP not spring 2017 CAASPP data. The same data is provided as Expected and Actual SBAC data in Goal 2.

- The District should consider both ELA and Mathematics achievement data when addressing progress of EL students.

- Expected Annual Measurable Outcomes should be reviewed and configured to reflect the targets the District would like to achieve. (ex. Goal 2: SBAC data should be stated in future tense - this is what you are planning to attain; Goal 5: # of parent surveys, what is the target amount for each year?, clear explanation of survey results is needed, etc.)

If you have any questions about the LCAP, please contact, Jivan Dhaliwal, Associate Superintendent at (831)466-5890 or Kris Stanga, Senior Director at (831) 466-5806.

If you have any questions about the adopted budget, please contact Mary Hart, Deputy Superintendent, Business, at (831) 466-5601 or Jean Gardner, Senior Director, Fiscal Services at (831) 466-5604.

The district's budget will be re-evaluated at the time of the First Interim Report to determine if the budget should be certified as positive, qualified, or negative.

Sincerely,

Michael C. Watkins
County Superintendent of Schools

MH/lk

c: Eric Gross , Superintendent, Pacific Elementary School District
     Mary Hart, SCCOE Deputy Superintendent, Business
     Jean S. Gardner, SCCOE Senior Director, Fiscal Services
     Jivan Dhaliwal, SCCOE Associate Superintendent, Educational Services
     Kris Stanga, SCCOE Senior Director, District Support and Leadership

REVIEW AND APPROVAL OF FISCAL YEAR 2018/2019 FINAL ADOPTED BUDGET

TO THE GOVERNING BOARD: Pacific Elementary School District

FROM: Michael C. Watkins, County Superintendent of Schools
Santa Cruz County Office of Education

In accordance with the provisions of Education Code Section 42127, a review of the final adopted budget for your district has been completed by this office. A report on that review follows.

1.   TYPE OF APPROVAL

X	The adopted budget has been approved.
	The adopted budget has been conditionally approved, see section 5 (recommendations requiring a response).
	The adopted budget has not been approved.
	Approval of the adopted budget is being withheld at this time.

An item marked with an asterisk (*) indicates (when checked) a conditional approval of your budget requiring the district Superintendent and governing board by October 9th to do the following:

► Review the indicated recommendations and/or technical corrections at a public meeting of the board and, if requested, respond in writing indicating your concurrence or the proposed actions to be taken, if any.

2.   RESERVES

We have made the following computation of budget year reserves based upon updated prior year information. Adjustments made after this date could further impact the projected ending reserve fund balance.

		Unrestricted	Restricted
Beginning fund balance as adopted per estimated actuals:		719,897	64,845
Projected Increase/decrease in fund balance per adopted		$854	($34,873)
Ending fund balance per adopted budget:		$720,751	$29,972
State required unrestricted reserves:	$ 67,000		
District Reserves for Economic Uncertainty (9789) Fund 01:		$75,000	
District Reserves for Economic Uncertainty (9789) Fund 17:			
REU percentage per state criteria and standards:	5.00%		
District REU percentage per Interim:	6.28%		
Restricted funds (9780/9740):			29,972
Other unrestricted nonspendable, assigned and committed funds:		108,130	
Unassigned funds (9790):		537,621	

3. STATEWIDE CRITERIA AND STANDARDS (Ed. Code 33127)

    We have reviewed your board adopted budget evaluation based upon state mandated budget criteria and standards for fiscal stability, including narrative(s), if any.

    [X] We accept your Summary Review Document calculations as complete and narrative(s) as reasonable.

    [ ] * We have made recalculations based upon updated information for the prior fiscal year.   See attached.

    [ ] * We were unable to base our evaluation on the criteria and standards, as the information was not completed. The district provided no narratives.

4. RECOMMENDATION AND TECHNICAL CORRECTIONS

    A. Unrestricted Reserves Available through the Multi-Year Projections

    [X] Appear to be adequate (as recalculated).

    [ ] * Are below state recommended levels for your size district (See Section 5, below).
         Level: 5% of budgeted expenditures or: $ 67,000   , whichever is greater.

    B. Revenue and Expenditures through the Multi-Year Projections

    [ ] * The revenue appears to be overstated (see Section 5, below).

    [ ] * The total expenditures appear to be understated (see Section 5, below).

    [ ] The proposed expenditures and transfers out exceed the estimated total revenue.

            [ ] Total available reserves appear adequate to offset this condition.

            [ ] * Total available reserves do not appear adequate to offset this condition, (see Section 5, below).

    C. ADA: We recommend budgeting no more revenue limit funding than the state guarantee (prior year ADA).   **The average daily attendance upon which this budget is based:**   **113.3**

    [X] ADA budgeted represents the state guaranteed level of ADA revenue limit funding.

    [ ] With our prior concurrence, this level of ADA is above the state guaranteed level of revenue limit funding by   ADA.   ***Actual ADA should be monitored closely.***

    [ ] * This level of ADA exceeds the state guaranteed level of revenue limit funding by   ADA (see Section 5, below).

    D. Other Recommendations

    [X] See Section 5 for details.

    [ ] * See Section 5 for details (response required).

E. Technical Corrections

☐ * Other technical corrections have been made to your final adopted budget as explained in Section 5, below.

5. DESCRIPTION OF RECOMMENDATIONS AND TECHNICAL CORRECTIONS

SECTION & COMMENT NUMBER	DESCRIPTION
B-1	The district is not projecting to deficit spend in the unrestricted resources in the budget year or in the multi-year projections (MYP).
C-1	The district is projecting that ADA will decrease by 3 in the budget year and remain flat in both 2019-20 and 2020-21.
D-1	The COE has recalculated the LCFF revenue based on the final Gap funding for 2017-18 as well as the revised 2018-19 COLA from the state enacted budget, which was approved after the submission of the district's adopted budget. The gap funding was slightly lower in 2017-18 and the COLA increased by 0.7% in 2018-19. Overall, this results in an increase of approximately $19,000 for the district from 2017-18 through 2020-21. This is based on the ADA data as submitted by the district.
D-2	At the time of the district's adopted budget, the Governor had included $344 per ADA as one-time funds in the May Revise budget. The state enacted budget has dropped that amount to $184/ADA. These funds may also be subject to audit if the district is required to pay back funds due to MAA Backcasting. The district conservatively budgeted this revenue, which was wise, and so will not see a reduction, but an increase of approx. $3,800.
D-3	Contributions to restricted programs are projected to decrease in the budget year by 21% over prior year estimated actuals. In the multi-year projections, they are projected to increase by11% in 2019-20 and increase by 5% in 2020-21. The district's contributions total $113,569 in the budget year and are primarily due to the costs of Special Education (94%) and VAPA (5.8%).
D-4	The district is currently not meeting the classroom minimum expense requirement in either the estimated actuals or the adopted budget. The district may meet the standard for prior year once actuals are finalized. The district is currently meeting the allowable exemption as it does not have greater than 28 students per class. The district should continue to monitor costs as well as classroom size to ensure it can continue to meet the exemption.
D-5	The district has included a potential increase in health and welfare benefits in the mutli-year projections of 10% in both 2019-20 and 2020-21. The district has also included the projected STRS and PERS increases.
	Continued on next page…

5.   DESCRIPTION OF RECOMMENDATIONS AND TECHNICAL CORRECTIONS continued…

SECTION & COMMENT NUMBER	DESCRIPTION
	Continued from previous page…
D-6	The district included projected step and column increases in its multi-year projections (MYP).
D-7	The district is currently not projecting any cash flow issues in the current year or in next fiscal year due to its reserve levels. The district does have the Special Reserve fund to borrow from should any issues arise.

☐   This section is required based on review:

PROPOSED BOARD ACTION:

_____

_____

Signed: _____   Date: _____
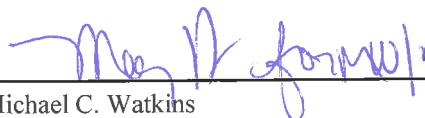
CONCURRED:

Signed: _____   Date: _____

EXAMINED BY COUNTY SUPERINTENDENT OF SCHOOLS:

BY: _____   Date: _9/24/18_____

    Michael C. Watkins
    County Superintendent of Schools

cc: District Superintendent
    District Business Office
    County Business Office

Revised: 8/2010

SANTA CRUZ COUNTY SCHOOLS

PACIFIC ELEMENTARY SCHOOL DISTRICT

FINANCIAL ANALYSIS OF GENERAL FUND UNRESTRICTED AND RESTRICTED MONIES

GENERAL FUND	2016-17 Unaudited Actuals			2017-18 Estimated Actuals			2018-19 Adopted Budget			2019-20 Projected @ 18-19 AB			2020-21 Projected @ 18-19 AB		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Revenues															
8010-8099 Local Control Funding Formula	$ 930,473	$ -	$ 930,473	$ 985,867	$ -	$ 985,867	$ 1,052,724	$ -	$ 1,052,724	$ 1,090,117	$ -	$ 1,090,117	$ 1,112,369	$ -	$ 1,112,369
8100-8299 Federal	800	45,039	45,839		39,874	39,874		41,660	41,660		40,160	40,160		40,160	40,160
8300-8599 Other State	44,427	185,451	229,878	32,711	52,110	84,821	37,212	51,671	88,883	20,262	53,756	74,018	20,262	55,946	76,208
8600-8799 Other Local	97,869	66,931	164,800	100,796	61,148	161,944	72,021	57,269	129,290	59,411	51,769	111,180	59,411	51,769	111,180
8910-8929 Interfund Transfers In	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8930-8979 Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8980-8998 Contributions	(174,232)	174,232	-	(143,424)	143,424	-	(113,569)	113,569	-	(126,770)	126,770	-	(133,340)	133,340	-
Total Revenue, Transfers, and Other Sources	$ 899,337	$ 471,653	$ 1,370,990	$ 975,950	$ 296,556	$ 1,272,506	$ 1,048,388	$ 264,169	$ 1,312,557	$ 1,043,020	$ 272,455	$ 1,315,475	$ 1,058,702	$ 281,215	$ 1,339,917
Expenditures															
1000-1999 Certificated Salary	$ 419,462	$ 90,422	$ 509,884	$ 447,740	$ 77,049	$ 524,789	$ 450,007	$ 61,079	$ 511,086	$ 459,007	$ 62,301	$ 521,308	$ 468,187	$ 63,547	$ 531,734
2000-2999 Classified Salary	138,737	44,832	183,569	141,459	66,201	207,660	154,997	54,419	209,416	159,647	56,052	215,699	162,840	57,173	220,013
3000-3999 Employee Benefit	186,283	82,188	268,471	194,908	74,690	269,598	199,624	66,063	265,687	221,262	72,893	294,155	239,411	77,080	316,491
4000-4999 Books & Supplies	42,239	13,319	55,558	45,858	8,843	54,701	25,160	7,824	32,984	27,761	7,944	35,705	29,014	7,070	36,084
5000-5899 Services & Other Operating Expenditures	93,169	148,334	241,503	119,801	194,130	313,932	114,738	108,907	223,645	106,322	70,175	176,497	111,613	72,466	184,079
6000-6599 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7100-7299 Other Outgo	102		102	250		250	250	-	250	250	-	250	250	-	250
7300-7399 Direct & Indirect Support	-		-	(31)	31	-	-	-	-	-	-	-	-	-	-
7610-7629 Interfund Transfers Out	8,953	-	8,953	9,750	750	10,500	102,759	750	103,509	26,700	750	27,450	9,750	750	10,500
7630-7699 Other Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Adjustments (Form MYP)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures, Transfers, and Other Uses	$ 888,945	$ 379,095	$ 1,268,040	$ 959,736	$ 421,694	$ 1,381,430	$ 1,047,535	$ 299,042	$ 1,346,576	$ 1,000,949	$ 270,115	$ 1,271,064	$ 1,021,065	$ 278,086	$ 1,299,151
Excess (Deficiency)	$ 10,392	$ 92,558	$ 102,950	$ 16,214	$ (125,138)	$ (108,924)	$ 854	$ (34,873)	$ (34,019)	$ 42,071	$ 2,340	$ 44,411	$ 37,637	$ 3,129	$ 40,766
Beginning Balance	$ 693,291	$ 97,425	$ 790,716	$ 703,683	$ 189,983	$ 893,666	$ 719,897	$ 64,845	$ 784,743	$ 720,751	$ 29,972	$ 750,723	$ 762,822	$ 32,312	$ 795,134
Audit Adjustments / Restatements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Balance	$ 703,683	$ 189,983	$ 893,666	$ 719,897	$ 64,845	$ 784,743	$ 720,751	$ 29,972	$ 750,723	$ 762,822	$ 32,312	$ 795,134	$ 800,459	$ 35,441	$ 835,900
Reserves:															
Minimum Reserve Level per Criteria & Standards	3%			3%			3%			3%			3%		
Recommended REU (Computed in C&S)	$ 38,041			$ 41,443			$ 40,397			$ 38,132			$ 38,975		
Reserves per District (REU 9789)	$ -	$ -	$ -	$ 75,000	$ -	$ 75,000	$ 75,000	$ -	$ 75,000	$ 75,000	$ -	$ 75,000	$ 75,000	$ -	$ 75,000
Nonspendable (Rev. Cash, Prepaid, Stores)	10,380	-	10,380	-	-	-	-	-	-	-	-	-	-	-	-
Restricted	-	189,983	189,983	-	64,846	64,846	-	29,973	29,973	-	32,312	32,312	-	35,441	35,441
Committed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Assigned	200,560	-	200,560	213,241	-	213,241	108,130	-	108,130	-	-	-	-	-	-
Unassigned	492,744	-	492,744	431,656	-	431,656	537,621	-	537,621	687,822	-	687,822	725,459	-	725,459
Excess (Deficiency) above state recommended REU	721,262	-	721,262	942,817	-	942,817	1,040,125	-	1,040,125	1,086,261	-	1,086,261	1,124,863	-	1,124,863
Contributions to Restricted Programs			174,232			143,424			113,569			126,770			133,340
Average Daily Attendance															
Total P-2 ADA			101			113			110			110			110
ADA Transfer (COE)			-			-			-			-			-
District Only P-2 ADA			101			113			110			110			110
Funded ADA (District Only)			110			113			113			110			110
Net Shift of Charter ADA (to and from District)			-			-			-			-			-
Prior Year ADA Guarantee			110			101			113			110			110
Total Charter ADA			-			-			-			-			-
CBEDS Enrollment			106			120			117			117			117
Enrollment to ADA Ratio			95.14%			94.39%			94.39%			94.39%			94.39%
Special Reserve Fund 17	$ 66,000			$ 264,363			$ 359,772			$ 361,571			$ 363,379		

SANTA CRUZ COUNTY SCHOOLS
PACIFIC ELEMENTARY SCHOOL DISTRICT

FINANCIAL ANALYSIS OF GENERAL FUND

GENERAL FUND	2014-15 Unaudited Actuals	2015-16 Unaudited Actuals	2016-17 Unaudited Actuals	2017-18 Estimated Actuals	2018-19 Adopted Budget	2016-17 UA vs 2017-18 EA	2017-18 EA vs 2018-19 AB	2019-20 Projected @ 18-19 AB	2018-19 AB vs 2019-20 PB	2020-21 Projected @ 18-19 AB	2019-20 PB vs 2020-21 PB
Revenues											
8010-8099 Local Control Funding Formula	791,381	890,960	930,473	985,867	1,052,724	5.95%	6.78%	1,090,117	3.55%	1,112,369	2.04%
8100-8299 Federal	54,664	54,206	45,839	39,874	41,660	-13.01%	4.48%	40,160	-3.60%	40,160	0.00%
8300-8599 Other State	59,414	197,353	229,878	84,821	88,883	-63.10%	4.79%	74,018	-16.72%	76,208	2.96%
8600-8799 Other Local	152,535	148,686	164,800	161,944	129,290	-1.73%	-20.16%	111,180	-14.01%	111,180	0.00%
8910-8929 Interfund Transfers In	345,000	-	-	-	-			-		-	
8930-8979 Other Sources	-	-	-	-	-			-		-	
8980-8998 Contributions	(0)	-	-	0	(0)		-150.00%	-	-100.00%	-	
Total Revenue, Transfers, and Other Sources	**1,402,994**	**1,291,206**	**1,370,990**	**1,272,506**	**1,312,557**	**-7.18%**	**3.15%**	**1,315,475**	**0.22%**	**1,339,917**	**1.86%**
Expenditures											
1000-1999 Certificated Salary	457,922	451,126	509,884	524,789	511,086	2.92%	-2.61%	521,308	2.00%	531,734	2.00%
2000-2999 Classified Salary	158,440	161,630	183,569	207,660	209,416	13.12%	0.85%	215,699	3.00%	220,013	2.00%
3000-3999 Employee Benefit	214,967	237,750	268,471	269,598	265,687	0.42%	-1.45%	294,155	10.72%	316,491	7.59%
4000-4999 Books & Supplies	50,955	26,767	55,558	54,701	32,984	-1.54%	-39.70%	35,705	8.25%	36,084	1.06%
5000-5899 Services & Other Operating Expenditures	180,739	297,686	241,503	313,932	223,645	29.99%	-28.76%	176,497	-21.08%	184,079	4.30%
6000-6599 Capital Outlay	-	-	-	-	-			-		-	
7100-7299 Other Outgo	165	264	102	250	250	144.79%	0.00%	250	0.00%	250	0.00%
7300-7399 Direct & Indirect Support	-	-	-	-	-			-		-	
7610-7629 Interfund Transfers Out	349,500	7,073	8,953	10,500	103,509	17.28%	885.80%	27,450	-73.48%	10,500	-61.75%
7630-7699 Other Uses	-	-	-	-	-			-		-	
Other Adjustments (From MYP)	-	-	-	-	-			-		-	
Total Expenditures, Transfers, and Other Uses	**1,412,688**	**1,182,296**	**1,268,040**	**1,381,430**	**1,346,576**	**8.94%**	**-2.52%**	**1,271,064**	**-5.61%**	**1,299,151**	**2.21%**
Excess (Deficiency)	**(9,694)**	**108,910**	**102,950**	**(108,924)**	**(34,019)**	**-205.80%**	**-68.77%**	**44,411**	**-230.55%**	**40,766**	**-8.21%**
Beginning Balance	**691,501**	**681,806**	**790,716**	**893,666**	**784,743**	**13.02%**	**-12.19%**	**750,723**	**-4.34%**	**795,134**	**5.92%**
Audit Adjustments / Restatements	-	-	-	-	-			-		-	
Ending Balance	**681,806**	**790,716**	**893,666**	**784,743**	**750,723**	**-12.19%**	**-4.34%**	**795,134**	**5.92%**	**835,900**	**5.13%**
Reserves:											
Minimum Reserve Level per Criteria & Standards	3%	3%	3%	3%	3%			3%		3%	
Recommended REU (Computed in C&S)	42,381	35,469	38,041	41,443	40,397	8.94%	-2.52%	38,132	-5.61%	38,975	2.21%
Reserves per District (REU 9789)	75,000	75,000		75,000	75,000		0.00%	75,000	0.00%	75,000	0.00%
Nonspendable (Rev. Cash, Prepaid, Stores)	-	-	10,380	-	-	-100.00%		-		-	
Restricted	64,093	97,425	189,983	64,846	29,973	-65.87%	-53.78%	32,312	7.81%	35,441	9.68%
Committed	-	-	-	-	-			-		-	
Assigned	85,052	169,445	200,560	213,241	108,130	6.32%	-49.29%	-	-100.00%	-	
Unassigned	457,660	430,911	492,744	431,656	537,621	-12.40%	24.55%	687,822	27.94%	725,459	5.47%
Excess (Deficiency) above state recommended REU	575,332	639,888	721,262	942,817	1,040,125	30.72%	10.32%	1,086,261	4.44%	1,124,863	3.55%
Contributions to Restricted Programs	83,846	120,229	174,232	143,424	113,569	-17.68%	-20.82%	126,770	11.62%	133,340	5.18%
Average Daily Attendance											
Total P-2 ADA	102	110	101	113	110	12.32%	-2.50%	110	0.00%	110	0.00%
ADA Transfer (COE)	-	-	-	-	-			-		-	
District Only P-2 ADA	102	110	101	113	110	12.32%	-2.50%	110	0.00%	110	0.00%
Funded ADA (District Only)	102	110	110	113	113	2.87%	0.00%	110	-2.50%	110	0.00%
Net Shift of Charter ADA (to and from District)	-	-	-	-	-			-		-	
Prior Year ADA Guarantee	102	102	110	101	113	-7.90%	11.70%	110	-2.50%	110	0.00%
Total Charter ADA	-	-	-	-	-			-		-	
CBEDS Enrollment	108	115	106	120	117	13.21%	-2.50%	117	0.00%	117	0.00%
Enrollment to ADA Ratio	94.90%	95.75%	95.14%	94.39%	94.39%			94.39%		94.39%	
Special Reserve Fund 17	-	-	66,000	264,363	359,772	300.55%	36.09%	361,571	0.50%	363,379	0.50%

PACIFIC ELEMENTARY SCHOOL DISTRICT
All Funds Summary
2018-19
Adopted Budget

	01 General	12 Child Development	13 Cafeteria	14 Deferred Maintenance	17 Special Reserve	21 Building Fund	25 Capital Facilities	51 Bond Fund	Total All Funds
Revenue									
8000-8099 Local Control Funding Formula	1,052,724	-	-	10,000	-	-	-	-	1,062,724
8100-8299 Federal Revenue	41,660	-	24,000	-	-	-	-	-	65,660
8300-8599 State Revenue	88,883	32,000	1,400	-	-	-	-	-	122,283
8600-8699 Local Revenue	129,290	62,960	49,250	50	2,400	1,400	266	-	245,616
Total Revenue	**1,312,557**	**94,960**	**74,650**	**10,050**	**2,400**	**1,400**	**266**	**-**	**1,496,283**
Expenditures									-
1000 Certificated Salaries	511,086	-	-	-	-	-	-	-	511,086
2000 Classified Salaries	209,416	69,653	37,506	-	-	-	-	-	316,575
3000 Employee Benefits	265,687	37,738	15,001	-	-	-	-	-	318,425
4000 Books & Supplies	32,984	1,000	39,550	-	-	-	-	-	73,534
5000 Services & Other Oper.	223,645	512	3,160	14,680	-	-	5	-	242,002
6000 Equipment	-	-	-	-	-	-	-	-	-
7100-7299 Other Outgo (74XX)	250	-	-	-	-	-	-	-	250
7300 Indirect Costs	-	-	-	-	-	-	-	-	-
Total Expenditures	**1,243,067**	**108,903**	**95,217**	**14,680**	**-**	**-**	**5**	**-**	**1,461,872**
Surplus (Deficit)	**69,490**	**(13,943)**	**(20,567)**	**(4,630)**	**2,400**	**1,400**	**261**	**-**	**34,411**
Other Sources/Uses									-
89XX Transfers In	-	-	11,700	-	93,009	-	-	-	104,709
8930-8979 Other Sources	-	-	-	-	-	-	-	-	-
7610-7629 Transfers Out	103,509	1,200	-	-	-	-	-	-	104,709
7630-7699 Other Uses	-	-	-	-	-	-	-	-	-
Total Other Sources/Uses	**(103,509)**	**(1,200)**	**11,700**	**-**	**93,009**	**-**	**-**	**-**	**-**
Total Incr (Decr) in Fund Balance	**(34,019)**	**(15,143)**	**(8,867)**	**(4,630)**	**95,409**	**1,400**	**261**	**-**	**34,411**
Beginning Fund Balance	**784,743**	**16,775**	**21,594**	**17,658**	**264,363**	**62,977**	**2,596**	**26,375**	**1,197,080**
Audit Adjustments/Restatements	-	-	-	-	-	-	-	-	-
Ending Fund Balance	**750,723**	**1,632**	**12,727**	**13,028**	**359,772**	**64,377**	**2,857**	**26,375**	**1,231,491**
Deficit (Surplus) as % of Fund Balance	8.86%	-83.12%	-95.24%	-26.22%	0.91%	2.22%	10.05%	0.00%	2.87%

PACIFIC ELEMENTARY SCHOOL DISTRICT
All Funds Summary
2017-18
Estimated Actuals

	01 General	12 Child Development	13 Cafeteria	14 Deferred Maintenance	17 Special Reserve	21 Building Fund	25 Capital Facilities	51 Bond Fund	Total All Funds
Revenue									
8000-8099 Local Control Funding Formula	985,867	-	-	10,000	-	-	-	-	995,867
8100-8299 Federal Revenue	39,874	-	25,000	-	-	-	-	-	64,874
8300-8599 State Revenue	84,821	32,000	1,400	-	-	-	-	-	118,221
8600-8699 Local Revenue	161,944	70,900	57,890	8,550	2,400	1,400	266	-	303,350
Total Revenue	**1,272,506**	**102,900**	**84,290**	**18,550**	**2,400**	**1,400**	**266**	**-**	**1,482,312**
Expenditures									-
1000 Certificated Salaries	524,789	-	-	-	-	-	-	-	524,789
2000 Classified Salaries	207,660	71,195	36,234	-	-	-	-	-	315,088
3000 Employee Benefits	269,598	38,822	14,118	-	-	-	-	-	322,538
4000 Books & Supplies	54,701	1,100	39,500	-	-	-	-	-	95,301
5000 Services & Other Oper.	313,932	1,050	4,050	7,925	-	2,500	5	-	329,462
6000 Equipment	-	-	-	-	-	-	-	-	-
7100-7299 Other Outgo (74XX)	250	-	-	-	-	-	-	-	250
7300 Indirect Costs	-	-	-	-	-	-	-	-	-
Total Expenditures	**1,370,930**	**112,167**	**93,902**	**7,925**	**-**	**2,500**	**5**	**-**	**1,587,428**
Surplus (Deficit)	**(98,424)**	**(9,267)**	**(9,612)**	**10,625**	**2,400**	**(1,100)**	**261**	**-**	**(105,116)**
Other Sources/Uses									-
89XX Transfers In	-	-	11,700	-	45,000	-	-	-	56,700
8930-8979 Other Sources	-	-	-	-	-	-	-	-	-
7610-7629 Transfers Out	10,500	1,200	-	-	-	45,000	-	-	56,700
7630-7699 Other Uses	-	-	-	-	-	-	-	-	-
Total Other Sources/Uses	**(10,500)**	**(1,200)**	**11,700**	**-**	**45,000**	**(45,000)**	**-**	**-**	**-**
Total Incr (Decr) in Fund Balance	**(108,924)**	**(10,467)**	**2,088**	**10,625**	**47,400**	**(46,100)**	**261**	**-**	**(105,116)**
Beginning Fund Balance	**893,666**	**27,241**	**19,506**	**7,033**	**216,963**	**109,077**	**2,335**	**26,375**	**1,302,196**
Audit Adjustments/Restatements	-	-	-	-	-	-	-	-	-
Ending Fund Balance	**784,743**	**16,775**	**21,594**	**17,658**	**264,363**	**62,977**	**2,596**	**26,375**	**1,197,080**
Deficit (Surplus) as % of Fund Balance	-11.01%	-34.02%	-49.28%	151.07%	1.11%	-1.01%	11.18%	0.00%	-8.07%

Pacific Elementary School District

RESOLUTION #2019-4
Child Care & Development Services

THE FOLLOWING RESOLUTION IS ADOPTED in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing childcare and development services, and to authorize the designated personnel to sign contract documents for the Fiscal Year 2018-19.

BE IT RESOLVED that the Governing Board of Pacific Elementary School District authorizes entering into local agreement number CSPP 5542 and that the persons who are listed below are authorized to sign the transaction for the Governing Board.

Name	Title	Signature
Gwyan Rhabyt	President of the Board of Trustees	_____
Don Croll	Trustee	_____
Cari Napoles	Trustee	_____

PASSED AND ADOPTED this day October 16th, 2018 by the Governing Board of Pacific Elementary School District of Santa Cruz County, California at a regularly scheduled meeting, held at the regular place of meeting. The resolution will be kept on file at the school.

AYES: _____   NOES: _____

ABSTAIN: _____   ABSENT: _____

_____
Gwyan Rhabyt, President, Board of Trustees

_____
Eric Gross, Secretary to the Board of Trustees